

With Accounts of **WHAT SOME COMMUNITIES ARE DOING**

UNITED STATES DEPARTMENT OF THE INTERIOR — OFFICE OF EDUCATION

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YOUTH

HOW CAN COMMUNITIES HELP?



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September, 1935

Dear Prof. Benner:

The purpose of the booklet, *Youth: How Can Communities Help?*, of which this mimeographed circular is an advanced copy, is to stimulate communities to become more active in the interest of young people who are out of school and out of work. The manuscript is published in this temporary form to distribute to a few persons in the hope of having their criticism before it is printed. Readers are invited, therefore, to write to the U. S. Office of Education, Washington, D.C., indicating how the publication may be made more useful.

The Committee on Youth Problems in the U. S. Office of Education, aided by a grant from the General Education Board, has prepared this circular from a wide survey of conditions and programs throughout the United States. In its preparation the Committee has had the generous cooperation of many individuals and organizations. The hearty thanks of the Office of Education is hereby extended to them.

Sincerely yours,

J. W. Studebaker

J. W. Studebaker
Commissioner of Education

UNITED STATES DEPARTMENT OF THE INTERIOR
Harold L. Ickes, Secretary

OFFICE OF EDUCATION
John W. Studebaker, Commissioner

Y O U T H
How Can Communities Help?

with accounts of
WHAT SOME COMMUNITIES ARE DOING

*When revised, this circular will be
printed as a publication of the
Office of Education*

September, 1935

OFFICE OF EDUCATION
WASHINGTON, D.C.

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The following bulletins and leaflets prepared by the Committee on Youth Problems will be published during the coming fall or winter:

1. Community programs for youth
2. Survey of conditions and needs of youth
in many communities
3. Guidance service in communities
4. Education of unemployed youth
5. Leisure-time activities for youth
6. Employment of youth
7. Health of youth and their unemployment
8. Proposed community-wide organization
for youth

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PART I

COORDINATING COMMUNITY RESOURCES

1929: Paging Youth! Jobs are calling. This way to the nearest factory, office, shop. Schools, colleges pouring out two and a quarter million new recruits. A scramble for the most capable of the lot. Jobs plentiful, employers on the lookout, the way ahead seems smooth sailing.

1935: Paging Jobs! Youth is calling. Schools, colleges continue to pour out their millions, but factories, offices, shops are closed to them. The scramble is in reverse, youth is in search of jobs. The world they have prepared for greets them with a "not wanted" sign.

Since 1929 more than twelve million have left school, some returning because there is no other place to go -- a population larger than that of Canada, or of the eleven Western States, as large as the total population of Norway, Sweden, and Denmark.

In times of war the older of these would be sent to fight for the Nation's defense and to become its heroes.

In times of normal peace they are the fresh recruits for work, and in all previous periods of depression they have taken precedence.

In the economic dislocation as of the past six years they have become the surplus population.

For material surpluses--cotton, wheat, pigs--ways of disposal have been found, but not for youth. They cannot be held in reserve nor put in cold storage.

Youth is *not* surplus. Nor can they remain forever idle. To utilize instead of wasting their high-tide energies, to help them to an intelligent adjustment to life is possibly the major single problem facing this Nation in the immediate future. It is the urgent concern of all communities. In meeting it these points need to be kept in mind:

Any program for youth must be planned on a long-time basis.

Programs should coordinate all of the community's resources.

A program must be adapted to the particular community and its needs, and must be flexible enough to change as the needs change.

PLANNING FOR YOUTH SHOULD BE ON A LONG-TIME BASIS

This challenge to the communities to help youth find their place in the sun has been aggravated by the emergency, but is not born of it. Jobs there have been for the youth in the past, though not always the right or the fitting job; recreation they have had, of a kind, and a place in the scheme of things, but not always the best recreation nor the fitting place, either for their own good or for the good of the community.

Dislocation of youth antedated economic dislocation. One evidence alone bears grim witness to this dislocation, the recruiting of youth into the ranks of crime. The majority age among criminals has moved steadily downward until the peak of serious arrests is now at nineteen years.

It costs a community no more to train a good citizen than to train a "good" gangster. At the end of his training the gangster is a heavy charge on the community. It costs society \$300 a year to maintain an adult prisoner in an institution, \$400 for a juvenile delinquent. The good citizen at the

end of his training begins to support the community and contributes to its resources. The cost of keeping a youth in school averages \$100 a year.

School-age leaving has been mounting up and up, from fourteen to sixteen, in some States eighteen, but education has not been adapted in many cases to the interests of those who are held in school. Strong enough bridges have not been built from school to job. Child labor measures have been taking youth out of shops and fields, but have offered them no satisfactory substitute interests. These are not sudden changes. They have been on the way for a long time.

EVERY COMMUNITY HAS A TWO-FOLD JOB

Two great challenges face every community:

1. To help youth tide over the emergency period.
2. To devise ways and means to help youth adjust better to life in normal times.

Emergency measures must be set up to alleviate conditions, but they defeat their own ends if they throw a smoke screen over the long-range needs. They should be looked upon as experiments towards permanent planning for youth.

The responsibilities of the community to young people lie within the general fields of *education, occupation, recreation*. Some of these are definitely obligations of the community alone, some are obligations of the community in cooperation with schools, homes, public and private agencies, and with youth themselves--who are hardly to be separated from the fabric of the community.

COMMUNITIES MUST GEAR TO CHANGING CONDITIONS

Our intensified, complicated group living makes the method of individualistic, piece-meal handling of problems such as we have had in the past no longer practical nor adequate. *Organization which coordi-*

nates all the agencies that touch the interests of youth offers the intelligent approach.

In many communities Y.M.C.A.'s or Y.W.H.A.'s, and Y.W.C.A.'s and Y.W.H.A.'s, the churches and various young people's religious groups, Catholic young people's societies, the DeMolay, the Scouts, the 4-H and other character-building agencies have done pioneering service, meeting the local needs for youth as best they could. Programs have been carried on under emergency conditions, often on an independent and self-sufficient basis, sometimes with little fundamental knowledge of facts or of what a neighboring organization was doing. The will to serve, at least, has been strong and these exploratory programs are in many places becoming the nucleus about which the community is organizing on a more permanent basis.

But it is now time to formulate a social economy in order to deal more wisely with conditions which are outgrowing a mere emergency significance. Programs should be formulated on a knowledge of facts. Activities of neighborly agencies need to be correlated, those services which overlap eliminated. The separate threads which have been spun need to be woven together into a complete pattern. Agencies are challenged to study and know their neighborhoods and to evaluate results as a guide for a broader, more constructive approach to the situation.

Community organization does not always come easily nor speedily. An intense interest such as war, defense, an epidemic, the good of children, or people in grave need, has usually been necessary to fuse people quickly into a spirit of cooperation. At the outset dramatization or stimulus of some kind may be necessary to arouse in people a willingness to cooperate or give of their services to a common end. But more and more a genuine impulse towards cooperation is being born which does not need arti-

ficial respiration. The very urgency of common problems is forcing communities to coordinate their activities.

In Flint, Mich., in the summer of 1933, the schools closed two months earlier because the city's treasury was in the red. That meant turning 32,000 children loose. The Parent-Teacher Association, the city Recreation Association, and other agencies took swift action. The Recreation Council, which is one of four community councils operating under the Community Fund Leadership, coordinated the activities of these several agencies into an inclusive program, through weekly meetings, planning and launching a recreation program not only for children but for adults. This was the beginning of a broad program in which every agency in the community that is in any way concerned with recreation is actively and permanently participating.

Since youth lives in an adult world and their needs cannot be segregated, this means sound community organization concerned with all the related problems that grow out of a common life, of which a program for youth is one.

Community organization represents a circle, the interests of youth a segment of the circle. The whole circle is not achieved at once, but one segment may be developed because of some acute need; as organization for youth problems, or for recreation, or prevention of delinquency, for health, or for child welfare. Then gradually the circle is completed.

NEW METHODS HAVE TO BE WORKED OUT IN AN OLD FRAMEWORK

The relationships within all communities are inheritances from the past. They may be ball and chain to eager hopes, but they also may act as a wholesome check against too swift changes. Readjustment calls for new devices. And the same device or procedure will not serve for all communities since the patterns of communities differ widely, affected by locale, tradition, social and industrial factors. The failure

to take account of these differences, of old antagonisms and political conflicts, has caused the collapse of many budding attempts to organize.

From Tompkins County, New York, where a county plan is under way comes this comment from the executive secretary of the Development Association:

"For anyone who thought that the 'model county' conception held a Utopia, there is probably disappointment. In the chaos of today, for any organization to bring forth a magic wand to rectify over night the accumulated economic evils of several generations is more than can be hoped for. For any who may feel there should so soon evolve a definite goal or plan to work toward, there must be disillusionment. One individual expressed this desire for a definite goal by saying that if you were building a house, you must have a plan. My answer is yes, but you must know who and how many people are to live in the house, how they earn their living, how they are to pay for the house and many other things before the house can be soundly planned. So with a definite set plan for a county, one must know the expected future population, the industries, the back to the land or city trend, and many other factors before a definite goal can be established. We are attempting to plan social and economic phases as well as the physical, and certainly these involve more unknown factors. To have many plans ahead is good and possible, but to determine a definite whole plan may be academic."

THE PROGRAM MUST BE ADAPTED TO COMMUNITY CONDITIONS

There is no ready-made formula or prescription to offer for community organization, but communities can learn from the experience of others. The problems which fall within the broad coverage of education, employment, and recreation for youth, touch every agency within the entire community. As has been said, they are not problems that can be segregated from other needs within a community. For that reason it is logical that organizations already in existence or the nucleus of organizations be used as a starting point rather than beginning afresh with an organization framed specially to deal with youth or with any other specific problem.

In some places voluntary groups are stronger than the official agencies and, logically, leadership in a coordinated program lies with

them. In other places the official groups such as schools, the welfare agencies, or even the probation department or juvenile court, supply the natural initiating leadership. In the coordinating councils which have been developing rather rapidly in the past two years in a number of places, particularly on the Pacific coast, leadership has been with the heads of official agencies. They have successfully drawn into community organization representatives of the schools, the police, the health departments, the character-building agencies, churches, settlements, Big Brothers, service clubs, P.T.A.'s, and similar groups. Under any circumstances, the schools are bound to play an important rôle in community organization for youth. It is suggested, therefore, that where no other agency has gone ahead, the superintendent of schools assume the initiative in setting up such an organization.

COORDINATING COUNCILS AS A TYPE OF ORGANIZATION

BERKELEY COMMUNITY ORGANIZATION

The Berkeley (Calif.) Coordinating Council, a voluntary organization consisting of the heads of those publicly supported departments in the city which are concerned particularly with the welfare of children and youth, is organized about the objective of *making Berkeley a better place in which to live*. The specific purposes of the Council are: to secure closer cooperation between the various city departments; to prevent overlapping in their duties; to familiarize each with the other's work and effect cooperation among the official groups and between the official and the semi-private agencies; to educate the general public to the end of improving Berkeley.

The beginning of the Council reaches back to 1919 when the Assistant Superintendent of the Public Schools, Virgil E. Dickson,

and the Chief of Police, August Vollmer, decided that work with problem children in whom they had a mutual interest could be done more effectively if they exchanged information on their common problems. For some time the two men met at lunch once each week; later they invited the director of the Public Health Department and the head of the Public Welfare Department to meet with them.

From that informal group, meeting together regularly, the Council developed, adding to its membership from time to time members of other public departments. Its membership now consists of: the City Manager, Superintendent of Schools, Chief of Police, Health Director, Chief of the Juvenile Probation Department (representing the Juvenile Court which is a county unit), the Director of Playgrounds, Recreations and Parks, the Director of Public Welfare, and the Judge of the Justice Court. Each department is allowed to choose, in addition to its chief executive, some other member to sit in as an assistant in Council deliberations.

The Council serves solely as a deliberative, counseling body, assuming no executive or official authority. To facilitate procedure and the recording of discussions, a chairman and secretary have been selected within the membership, but the Council does not vote on any question of policy relating to an individual city department nor attempt through combined effort to determine the policy of any department. Since its membership includes representatives of the various city departments, within the group are individuals with the responsibility and authority to carry out any action in the city of Berkeley which is legally or socially feasible. This form of organization makes it possible to function effectively without a budget.

Among the results of the Council's activities have been research projects and field studies to reveal community conditions needing attention, a child guidance and behavior research clinic, a Community Forum, meeting once a month, to provide opportunity for the democratic discussion and consideration of problems of wide public concern, and a junior council to assure youth participation in community affairs.

The Community Forum. To prepare programs for forum discussions and to carry the responsibility for forum presentations, committees of interested citizens have been formed on: facts;

placement; recreation and leisure time; educational opportunities; delinquency; charity and relief counseling; guidance and adjustment; health; city administrative activities for youth; clubs and fraternal organizations; religious groups; youth participation; publicity. All programs of the Community Forum are open to the general public, and informal participation in discussion is encouraged.

JUNIOR COORDINATING COUNCIL

Developing early in 1934, from the Community Forum Committee on Youth Participation, a junior group was organized, restricting membership to young men and women between 18 and 25 years of age. They chose to designate their organization as the Berkeley Junior Coordinating Council. Differing from the Senior Council, its membership goes beyond public or official departments and includes representatives from 21 youth organizations such as Y.M. and Y.W.C.A.; Y.M. and Y.W.H.A.; Catholic Youth organizations, the student body of the University of California, church groups, athletic clubs, the 20-30 Club, and the Junior Chamber of Commerce.

Its purposes have been outlined:

To recognize and study problems of social, political, industrial, and cultural importance which particularly affect youth;

To discuss and disseminate facts relating to these problems for the purpose of stimulating participation on the part of youth in community activities;

To assist, as a cooperative and participating group, the leaders of the City of Berkeley now in charge of social, economic, industrial, and public affairs.

An executive committee of seventeen members of the Junior Council was set up especially to serve in an advisory capacity for the Senior Coordinating Council. This Executive Committee is authorized to bring before the senior group any and all problems it may wish to discuss; at intervals it is invited to sit with the Senior Coordinating Council and participate in the general deliberations on city affairs.

Some studies and youth participation projects, based on their outline of purposes, are actively under way. Among these are the following:

study of recreational and leisure-time activities for young women;

analysis of the counseling services available to youth in Berkeley through the churches, lodges, schools, and all groups that attempt to give counseling service, with the objective of setting up a central clearing house for all youth who do not now belong to an organization which offers such service;

a plan under which a group of young women, working under the direction of the junior high school counselors act as "big sisters" to girls whom the school counsel reports as needing companionship;

a similar plan with a team of eight or ten young men who work specifically with probation officers, each young man acting as big brother to some boy under twelve who is under court supervision and needs friendship and guidance;

studies and reports on juvenile delinquency in the community;

committees of three from the University student body to work with the heads of departments to plan research projects and term papers which will be of practical aid to Junior Coordinating Council activities;

an interdenominational plan, under which definite progress has been made in bringing about a united program of the religious groups to discuss and attack the religious problems of youth;

a speaker's bureau, composed of young men and women, who are available to any adult organization in the city desiring information on the work of the Junior Coordinating Council, and on topics such as recent social legislation in the State and Nation, what youth would like to do in cooperation with adult groups, the objectives of youth of college age in the light of present unemployment.

DIFFERENT TYPES OF COUNCILS

Different patterns of Coordinating Councils have developed since the Berkeley Council was started. In considering the coordinating council as a device for harmonizing community activities, it seems important to weigh the values of the different types of organization, and to make the beginning carefully according to the plan which seems most serviceable in meeting local needs. Quite detailed descriptions of Los Angeles' procedure are therefore included, followed by brief statements of adaptations by communities elsewhere.

LOS ANGELES COUNTY COORDINATING COUNCIL PLAN

A plan for the development of coordinating councils in Los Angeles County was launched in April, 1932. An initial council was organized, utilizing the Berkeley idea of public leadership, but adapting it to the needs of the local situation by expanding membership to include representatives of child welfare and youth organizations, settlements, churches, P.T.A., civic and service groups.

The first objective of the Los Angeles Coordinating Council was to check juvenile delinquency, but from the very outset its purpose has been to change home and community conditions which contribute to maladjustment, and to make the community a better place in which to live. Leadership for extending the original plan was taken by the Juvenile Court and its Probation Department, with a competent director in charge of further organization.

The method used in initiating a council has been to call together a group representing community agencies concerned with the welfare of children and young people and present the plan of the Coordinating Council. This is usually done by the director of the Coordinating Councils. From the nucleus of this small group new members are invited until the new council adequately represents officials of schools, police and probation departments, health departments, executives of character-building agencies and civic organizations, churches, settlements, and P. T. A.

After the first few councils were organized the results were such as to stimulate the formation of others on their own local initiative. There are now 62 councils in operation in Los Angeles County. The success of each council and of the entire county plan depends upon the exchange of the accumulated experience of the councils among themselves. This is accomplished through county-wide conferences and through the publication of a bulletin by the Juvenile Research Committee of the Coordinating Councils.

Most local councils have the same three committees: adjustment, character-building, and environment; but the actual work differs greatly.

There is a central committee for the entire county, which is the organizing and policy-forming group, and there is an executive board made up of the chairmen of the local councils and representatives of the participating official and semi-official agencies.

In carrying out projects within the neighborhoods of the local councils a large number of relief workers has been used. Under the leadership of the director of the coordinating councils they have initiated and been responsible for many projects, such as special studies of the community, making spot maps, developing playgrounds and recreation areas, clearing delinquency areas, promoting camps for under-privileged boys, campaigns against the sale of liquor and salacious literature to minors, interpreting youth needs to the community, and securing the help of various agencies in youth programs.

The Juvenile Research Committee conducts studies and surveys into problems related to juvenile delinquency and publishes a bulletin which gives reports of its studies and news of current developments among the coordinating councils.

OTHER COUNCIL DEVELOPMENTS

Other coordinating councils are being developed as a means of community organization, most of them on the Los Angeles plan. There are eighty-one in all in California communities, one in Highland Park, Mich., in Seattle, Wash., Portland, Ore., and other cities of the Pacific Northwest, and in several New Jersey counties.

Durham, N.C., has a coordinating council with three committees similar to the Los Angeles councils: environment, adjustment, and character-building. It has both a white and a Negro council, but the two units, while working separately, operate under the same advisory committee. With certain common problems this unifies the activities and is

an economy in many ways. In each council the three committees, environment, adjustment, and character-building have fifteen members each.

The advisory committee is composed of the Judge of the Juvenile Court, the Superintendent of City Schools, the Chief Probation Officer, the Superintendent of City Recreation Department, the Chief of Police, the Principal of Negro Schools, and a representative from the Negro unit. The advisory committee holds monthly meetings to discuss problems and plan committee programs.

GETTING UNDER WAY

The chicken or the egg -- goals first, then organization; or organize first and then set goals. Which is the approach to community organization? The first way has been the usual procedure, as where the coordinating councils have organized to attack delinquency problems and have gradually expanded their programs to the general objective of a better community. A cooperative attack upon some immediate and vital problem is an excellent first move towards more general community needs.

With cooperative organization becoming a prevailing mode, communities may very well move from organization to goals, and from goals to programs. That trend is evidenced in the national movement towards planning. The first expression of this tendency some years ago was in city planning, which dealt almost solely with zoning of business and residential areas and beautification of communities. Gradually it is proceeding from physical towards social planning.

With the State planning boards which are rapidly covering the country, the approach is first to survey the State -- evaluating human as well as physical resources -- and, upon ascertained facts, to build up coordinated plans which will correct old mistakes and yield a better basis on which people can live together, work together, and play together.

THE SURVEY AS A STARTING POINT

Fact-finding through the survey and making conditions visual through spot maps, are tactics in community organization taken over from other fields. Shelby M. Harrison, of the Russell Sage Foundation, says: "The survey is an attempt in the field of civic and social reform to do what the civil engineer does before he starts to lay out a railroad, what the sanitarian does before he starts a campaign against malaria, what the scientific physician does before he treats a case, what the careful financier does before he develops a mining property, what the modern manufacturer does before he locates a new manufacturing plant. . . . The survey is, in short, an attempt to substitute tested information for conjecture or mere belief."

Speaking on a national scale the National Resources Committee says in one of its reports: "Planning is not mechanical and organizational alone, but must rest within a set of general understandings, on values to which the Nation is devoted, and for which it is willing to sacrifice lesser values."

As the first question in any survey is "A survey of what?," the second is "A survey for what?" Surveys are of no value unless action sets in from the point where the survey leaves off, and action with the high-powered charge of community interest behind it.

Knowledge of the community's youth resources and opportunities might well be obtained through these following types of surveys:

1. A study of youth themselves as individuals and in groups.¹
2. A listing of educational and recreational facilities.
3. A study of the activities being carried on for and by young persons.²
4. An investigation of employment possibilities, whether urban or rural.

¹ See suggestive Youth Census Schedule in Appendix.

² See schedule addressed "To the Activity Leader" in Appendix.

Not all communities will want to make all these types of studies, yet all these data are essential for setting up a community program.

There is some danger of a contagion of surveyitis--of getting so intoxicated with fact-finding that a community can be tricked into feeling the job will take care of itself.

Like any tool, the survey is meant to be put to use. Surveys of the early type were made by imported experts and technicians, but the newer type is usually a home product. Its primary purpose being to awaken public interest and get a working platform for better conditions, the more the community knows about the survey and participates in it the more quickly facts will lead to results.

Edmund deS. Brunner, in his *Handbook of Method for the Rural Church* on surveying the community, gives these steps of major importance in a survey:

1. Framing the schedule to be used by the surveyors.
2. Limiting the area to be studied.¹
3. Securing and training the workers.
4. Preparing the publicity.
5. Preparing the report and building the program.

¹ A simple method of limiting community areas is described in *American Agricultural Villages*, a report of a series of studies directed by Edmund deS. Brunner for the Institute of Social and Religious Research:

"Map in hand the surveyor asked the villagers from whom information was desired to point out how far into each section of the contiguous rural territory they or their organizations served a majority of the people. This question was put to bankers, merchants, managers of elevators, creameries and cooperatives of various kinds, as well as to doctors, lawyers, school principals, editors and officers of social organizations, and others. Exceptional services, such as those performed by furniture stores, music stores, and the like, and limited to a few villages, were excluded. Church parishes were also determined, though in this case lines were drawn to include the residence of the member living farthest away on each road.

"The information thus received was checked in one or more ways. First, by house-to-house interviews with people living on the fringes of the area. Second, by questions asked in certain of the outlying schools. Third, by information received from county farm bureau agents, county superintendents of education and leaders of farm organizations. Fourth, by comparison in a few cases with information received from surrounding villages as to the extent of their own service areas.

"With this information before him the surveyor drew a line for each service offered by the village, and from these lines the 'community' line was then constructed to include

Surveys of youth have been carried out in a number of places. A survey of rural youth in Douglas County, Wisconsin, was developed in this way: a preliminary sampling was first made which offered the basis for analysis at a two-day, county-wide leadership school under the auspices of the Rural Sociology Department, Extension Service, College of Agriculture of the University of Wisconsin. A young people's survey committee of twelve members was then selected to help complete the survey and hold a rural young people's conference later on. After the schedule was worked out meetings were held at selected centers in the county to explain the survey. Practically all the gathering of information, and tabulating and analyzing of replies was done by volunteer workers, young people themselves predominating. The work was supervised by a member of the Rural Sociology Department staff of the Wisconsin College of Agriculture.

It is not the purpose of this pamphlet to enter into the technique of surveys. There is much available on the subject (See References). Surveys dealing with the problems of youth are comparatively new. They have been made in a number of places, but the facts sought have not been on a comparable basis.

A series of youth surveys has been begun in cooperation with the Committee on Youth Problems. These several surveys comprise a sampling which was designed to reflect all the major elements of the youth population of the United States, each in its proper proportion.

A Youth Census Schedule (See Appendix) was developed with the

the area within which a majority of the people were served by the social, economic, and religious institutions or organizations of the village.

"The procedure adopted . . . took into account the three following points: (1) The attitude and testimony of the people themselves; (2) the trade areas of the village's economic and professional services; (3) the degree of association between village and country in other than trade interests."

assistance of a committee of the American Sociological Society and many educators and others for use in these surveys. Other communities wishing to study the circumstances of their youth by means of a survey, are invited to supplement or adapt and reproduce the schedule. Further assistance in organizing surveys can be had from the U. S. Office of Education.

FACTS MUST BE PUT INTO CIRCULATION

The survey offers a logical basis for discovering the needs, the forum a starting point for laying plans. Community forums or discussion groups are one device to build up public interest around the objectives of a community program, to shape opinion and stimulate action. The radio broadcast, the press, use of public channels such as clubs, libraries, and other community centers are other devices.

The Berkeley Coordinating Council Forum, where the Senior and Junior Councils meet with other interested citizens and discuss common problems with the result that vital accomplishments are effected, offers an example.

Fall River, Mass., has a Civic Forum, of which there is a Young People's Division comprised of a leaders' group of 30 college students and a lecture group of 120 out-of-school youth, one purpose of which is to develop interest in community problems among the younger people.

MICHIGAN ADULT-YOUTH HEARINGS

Adult-youth hearings have been successfully used in the State of Michigan as a means of focusing attention upon the needs of youth. These hearings are intended as first steps in a more comprehensive program, exploratory in nature, furnishing an opportunity to lay the groundwork for necessary plans. The Michigan hearings, or conferences, are held in places where interest in youth problems is active. They have been planned to draw participants from a region of 40 or 50 miles, and sixteen or eighteen so planned as to reach the population of most of the State. The

regional conferences held during 1935 are to culminate in a State conference at Michigan State College in September.

The Michigan hearings have been developed on a carefully worked out pattern to avoid the danger of impulsive or unfortunate elements taking control. Each conference has been planned by a committee representing both youth and adults of as wide interests as possible. A secretary skilled in conference procedure is loaned by the State Y.M.C.A. to each group sponsoring a conference. Local leadership is used as much as possible in planning and carrying through the conferences. The youth and adults agree upon leaders and speakers. It has been found desirable to check carefully the list of young people to whom invitations are issued, and to limit the participants to those living within a 40-mile radius.

The conference is carried out in the following way: discussion groups meet with a youth leader and an adult adviser; each group chooses a chairman and eight panel members for the afternoon session; each discussion group presents its findings before a hearing board of adult members; the hearing board answers the challenge of youth; youth and adults unite in seeking a solution of the problems presented. The Adult Hearing Board is composed of representatives of education, religion, industry, government, the home, civic, fraternal and agency groups.

It is hoped as a result of these hearings to define the problems of youth and to crystallize opinion and formulate plans for activities and set community organization in motion.

PART II

COMMUNITIES IN ACTION

In the large, problems facing States, cities, communities, rural areas concerning youth have been much the same all over the country, and in many places similar methods have been used to meet them. But the total program developed in one city or town might not be feasible in any other place, so varied is the background of our community life and along such different lines has the social pattern evolved, with character of local facilities and leadership differing greatly.

While many of the problems of youth have been coming into existence for some time, as recognized community responsibilities they are comparatively new.

With the aid of Federal emergency relief funds and additional workers from the relief rolls, many communities have been able to make much more rapid progress than on their own initiative. However, it has been clearly demonstrated that effectiveness is not to be measured solely in terms of money spent nor size of staff. The real measure is in local interest and initiative and *quality* of local *leadership*.

There are few places where youth problems have been totally and adequately dealt with. In one place the leisure-time program may be effective, in another vocational training for the unemployed may stand out as the high-light accomplishment, in another emergency educational facilities are the strong feature. When more experience has been gained, these separate threads may be woven into a more complete pattern, but adaptations, changes, growth there will be continually. That makes it important for communities to exchange experience.

VIRGINIA STATE-WIDE SURVEY

Virginia has made a State-wide survey of its youth under the auspices of the State Department of Public Instruction, the survey being the starting point towards discovery of needs and building of programs.

The specific impetus of the survey was the need to determine what youth wanted in the way of vocational training. Part-time vocational education in rural areas had made slow progress in the State for some years, yet with so many youth unemployed and idle, the need to find the effective type of education was acute. It was decided to go directly to the young people themselves by means of a survey.

It was inaugurated under the direction of the Vocational Agriculture and Home Economics Departments of the State Department of Public Instruction. It was begun on a volunteer basis and was later financed by FERA funds for "white-collar" workers and emergency teachers.

Two leadership training schools were held during the summer of 1935, one for white vocational teachers, principals, recreational workers, and one for Negro, of four and three weeks successively. Using the survey facts to guide them, activities and projects were studied which could be put into local practice in direct relationship to the discovered needs of the individual youths of the communities. Methods of directing the projects were worked out and training for leadership given.

The method by which the Virginia Survey was made was: first, after the schedule was worked out, to try it with 2200 cases; when data from these were collected, forms were sent out to division superintendents of schools. County superintendents called a meeting of leaders of the various agencies in the community. This formed the nucleus of a committee which supervised the survey and secured community cooperation.

As a result of the survey, certain areas were set up; two in each of the four school districts of the State. Here experiments are being made with definite projects which, if successful, will have wider application.

Specific Results: In Gloucester County, the survey was taken entirely by voluntary workers, members of the women's clubs; P.T.A., the County Chamber of Commerce, and the Rotary Club. The result has been a tremendous stimulation of community interest. The community has been stirred to cooperate in the vocational program for unemployed youth in the county. In one instance where there was no teacher of auto mechanics and electricity, the representative of one of the local automobile companies was called on to teach a class in auto mechanics. He not only proved an excellent teacher, but used his well-equipped garage as a laboratory. In another case, a young man who handles electrical pumps, refrigerators, and Delco plants gave the same kind of cooperation. In this same county, a number of girls were trained for clerical work and bookkeeping in cooperation with local offices, and within the six-months period of training 8 out of 12 girls received part-time employment.

In Caroline County, a number of projects for reconditioning farm implements and repairing gas engines were carried out on farms. Girls did home projects in cooperation with vocational teaching. In another county, one Negro worker has had 100 projects for out-of-school youth.

COLORADO PRE-EMPLOYMENT PLAN

In Colorado, the State Board for Vocational Education has developed a plan of pre-employment vocational training for youth who have finished their general education and are faced with enforced idleness.

The plan is an extension of the cooperative, part-time work, part-time education system which has been developed in recent years by several States, among them, Missouri, Montana, Colorado, and Iowa.

Selected students over sixteen years of age who have left school, either before or after graduation, and are not now in school or at work, are placed in occupations of their own choosing with cooperating employers in the community. The business establishment serves as a training center. The student is shifted from one operation to another, so that he may acquire a comprehensive training, and he is not held at any one operation longer than is necessary for him to learn it thoroughly. He may or may not receive wages for any services rendered by him. Civic and character education form a part of the training program, the student being encouraged to participate in the company activities of the firm which employs him, and in other civic activities.

Each student works only half-day at his trade, the other half-day being spent in school. Thus two persons may be accommodated at the same job. The time at work is not less than 15 hours a week. The half-day spent in school is devoted to: (1) technical instruction related to the student's occupation, (2) subjects in which the student may be deficient, (3) a course in social economy, meeting one class-period a day, five days a week, throughout the year. This course is designed: to provide a general background in economics, industrial history, sociology, and current problems; to give instruction in the many problems of employment that are common to all occupations, such as applying for a job, getting along with other people, correct attitudes and habits, salesmanship, etc.

The plan is the result of a cooperative arrangement of the State Board for Vocational Education with the schools, employers, and parents. The schools participating maintain a teacher-coordinator, whose duties are to study the occupational possibilities in the community, to secure cooperation of agencies and employers, to assist in placement of students, to teach technical subjects, and to help the student to secure the maximum benefits from his training.

The employment-training agency supplies the technical instruction while the student is actually working on the premises. The State Board for Vocational Education reimburses schools maintaining a teacher-coordinator. No texts are required for the social economy course, at least in the first year.

NEW JERSEY LEISURE-TIME PROGRAM

New Jersey has developed a state-wide leisure-time program of conspicuous proportions and accomplishments under the Leisure-Time Division of the Emergency Relief Administration. The results have been to provide new interests to hundreds of thousands of people and to awaken communities to the need to provide leisure-time facilities.

FERA workers, from the relief lists, have carried on the activities but foundations had already been laid in many places in the State on which the emergency programs could be developed, and trained personnel in official and voluntary agencies have given efficient cooperation. Much of the program undoubtedly will outlast the emergency.

The program carried on in New Jersey consists of:

- Athletics and sports
- Arts and crafts
- Camps
- Clubs
- Dramatics
- Games
- Music
- Social events
- Educational activities

During a year's program 293,509 individuals were reached. of whom 61,811 were relief clients. Programs were carried out in 232 communities. Four hundred and six playgrounds were opened in 156 communities, 273 of these were entirely under ERA leadership, and 133 were operated by public departments with ERA assistance. This shows something of the extent of the program.

An outstanding accomplishment has been the interest of communities in meeting their own playground needs. It was necessary for each community to secure funds for equipment, handcraft materials, etc., and if possible to match the State, worker for worker, before ERA personnel was assigned. The fact that the community must do its part has unquestionably strengthened the program. Advisory councils have devised many unique methods of raising money.

The Leisure-Time Division cooperates with existing agencies with the idea of expanding their activities. In communities where there are established supplemental help to enable program expansion; and personnel thus placed operates under the direction of the Municipal Supervisor with reports of their activities passed on to the Leisure-Time Division.

Some of the conspicuous accomplishments in the New Jersey program are:

Junior Councils: In every community which does not have a department of public recreation a local sponsoring committee made up of key people of the town is formed. In many communities there is also a Junior Council which plans and assists in the direction of programs for the young people of the community. This plan has proved effective and the response has been immediate. In one municipality of Burlington County, the young people have organized a Junior Council which plans and directs all youth activities. They have the guidance of a Senior Sponsoring Committee when they need advice, but, on the whole, the management of their activities rests

with these young people themselves. This plan develops organizing ability, initiative and resourcefulness on the part of the young people.

Playgrounds: The handcraft projects conducted on all playgrounds is a major activity. In many communities waste products are used almost entirely for this work. Community and county handcraft exhibits have been held all over the State. This feature of the playground program has aroused more enthusiasm for the supervised playgrounds than any other part of the program.

Libraries: Through the assistance of leisure-time library workers, libraries have been able to conduct:

- Young people's clubs
- Supervised reading courses
- Forums for discussions on books
and current topics
- Story-telling classes
- Drama leagues
- Station book service
- Book-truck service
- Information and book service to CCC
camps, playgrounds, educational
and welfare agencies

Seventy libraries were opened for a longer time during 1933-1934, 31 community book stations were established. Much of this service could not have been given through the local or county library without outside assistance.

Music: Community music holds a prominent place in the leisure-time program with choral groups, informal community sings, and classes in music appreciation. In addition to these, the Leisure-Time Division sponsors an *Unemployed Musicians' Project*. Unlike the recreational music activities, this is distinctly an employment project designed to provide employment for professional unemployed musicians. From June 1 to September 1, 1934--12 counties set up this project. Six hundred thirty-seven concerts were given and 291 block dances were held in 168 communities. The estimated attendance at all concerts and dances throughout the State is 615,446. The units consist of symphony and dance orchestras, and brass bands. The concerts given by the symphony orchestras in the counties are a distinct contribution to the leisure-time enjoyment of large groups, particularly in sections having a large proportion of foreign-born. In addition to concerts, the Musicians' Project is of inestimable value to community center programs through dance orchestras, accompanists for community sings, musical appreciation hours, etc.

During the year, 5217 engagements have been filled by the Musicians' Project units. The aggregate estimate attendance was 1,610,469.

Newark Forums: In Newark the Forum Program was taken over from the State Department of Education on March 1. The program aims to promote public discussion of social and economic problems and to create a better understanding of governmental agencies. An average of four forums a week has been held, with an average attendance of between 50 and 60 adults.

WISCONSIN VOCATIONAL TRAINING OF YOUTH

Wisconsin has for some years offered a broad range of vocational training for out-of-school youth. When the Federal emergency education program was launched in the State, the supervision was placed under the already organized Department of Vocational Education of the State and local boards of vocational education. The vocational schools became educational training centers for the unemployed, out-of-school youth. The class offerings in any of these schools are dependent on the demands of the students. When the vocational schools were thrown open to emergency classes, however, the same courses which had been developed in the regular curriculum could be used. The directing boards are made up of representatives of employer, employee, and school. Itinerant university teachers give extension classes which offer to high school graduates and college students who are unable to continue their education the opportunity for college credit.

MADISON VOCATIONAL SCHOOL

To help young people to maintain a skill or learn a trade, some interesting trade and industrial units are offered in the Madison Vocational School, as:

Commercial Photo Retouching: This field is comparatively new and uncrowded and the salary much higher than that in the average position of today.

Office Training for Men with Technical Background: A number of excellent placements shows that industry wants men of mechanical ability with an understanding of office requirements. Such men are needed in shop offices as routing men, draftsmen, timekeepers, rating clerks, and foremen. Some commercial training is required; consequently courses in typing, filing, and business English have been provided for men with mechanical backgrounds to supplement their shop training.

Plumbing: The course has been arranged according to the needs of this trade group.

Mechanics: Unemployed auto mechanics and filling station men have discovered the availability and necessity of training in machine shop, electrical and welding processes, as well as in their own special field.

Home Economics: The younger adult, between eighteen and twenty-five, of both sexes, has been eager for training in meal preparation, menu planning, marketing, and nutrition. The school offers such courses as:

Beauty Culture: During the last two years this field has attracted more and more high school graduates and provided them with a wage-earning job.

Foods: The classes have been organized so that one interested in following certain phases of work in tea rooms, restaurants, and cafeterias may receive this training here.

Home Employment: This work has appealed to high school graduates who formerly sought other lines of employment. An effort has been made to dignify the work. This course is also offered to employed girls on the job, to increase their efficiency.

Arts and Crafts: Through arts and crafts the young people have not only kept busy but oftentimes have earned a small income. Some of the leisure-time projects available are:

Commercial Art
Crafts
Landscape Painting
Stage Crafts
Woodwork

The crafts classes have developed from small groups passing leisure time to several types of training with definite vocational possibilities. Young people who normally would be in college are fitting themselves for work in pottery, metal work, weaving, rug-making, designing novelties, camp crafts, etc. Others are working towards occupational therapy and Scout leadership. Others are interested in learning an art and in the revival of the old home crafts.

The Craft Shop: The year 1935 marks the third year of the Craft Shop for unemployed men of Madison. This project has proved to be a great success. The men have been given employment, taught new crafts and skills, gained an appreciation of design, color, and technique in woodworking, metal work, and weaving. An important part of the shop is the fact that the man is able, through the sale of his finished article, to earn all money above the actual cost of the material.

GUIDANCE INSTITUTES IN CONNECTICUT

A series of guidance institutes tried out in Connecticut has proved so successful that it may develop into a State program. The activity originated in Norwalk, where a guidance "clinic" was established through the initiative of the Director of Adult Guidance of the Board of Education's emergency education program. Lectures were also given, and soon guidance institutes; a combination of these two services developed in certain towns and communities in different parts of the State, particularly in rural districts. In Norwalk adult guidance work is on a permanent basis.

The Director of Adult Guidance conducted an industrial occupations survey of Norwalk to provide the guidance service with essential facts about occupations of the city. Information requested included: maximum and minimum number of persons employed; rush and slack seasons; maximum and minimum ages; nationality preferred; training, education, and experience required; number of apprentices employed; number taken on each year; present chances for learners and apprentices; job classifications and number employed in each; workers needed, if any; difficulties experienced in finding or training workers; wages paid; etc. The replies were collated on a master chart and a number of graphs

were drawn from an analysis of the material. Copies of the survey were given to the head of the local Chamber of Commerce, the director of the local employment service, the guidance director of the public schools, and to others for their information and use.

The Adult Guidance Service (Clinic) of Norwalk consists of testing and individual counseling with a view to providing vocational and personal adjustment. Services in the nature of career institutes and job-finding and counseling courses were also provided in Norwalk by the director through lectures given from time to time on vocational adjustment to young people. These were given from both the occupational point of view and the individual or psychological angle. Through the winter and spring the director conducted an evening course, "The Psychology of Everyday Life," which was attended by persons from sixteen to seventy years.

Rural Extension Guidance: Guidance institutes, combining the features of the guidance "clinic" and the vocational guidance lectures have been instituted in small towns and communities in Connecticut through the agency of the Director of Adult Guidance in Norwalk. The institutes are compactly planned and deal with specific problems. There are from five to eight lectures in a course and tests are given following them; data is thus secured through group procedure that would take much longer to obtain if sought individually. In some instances follow-up activities are undertaken on individual and on social lines. Students at these institutes include out-of-school and in-school youth.

The rural guidance institutes were devised by the director in 1933, and first were tried at the 4-H Senior Conference (one week's duration) at the State College, Storrs, Conn., in the summer of 1934. The guidance institutes conducted since then in other small towns and communities in the State have been by request. Local organizations have taken the initiative, have collaborated in getting the institutes under way, and in some instances have done follow-up work on suggestions made by the director. In Redding the institute was sponsored by the Women's Civic Club, two churches, and the 4-H Clubs. In Ridgefield the sponsors were the school, a church, the Lion's Club, and several well-to-do citizens.

Financing: Difficulty of getting funds for public work of a social nature has been the chief obstacle so far as Norwalk has been concerned. The salary of the Director of Adult Guidance is paid on a non-relief basis through the State Board of Education's emergency education program; the salaries of assistants are paid by the FERA. Tests and

manuals are paid for out of Federal funds through the State Board of Education.

Redding Institute of Self-Guidance offered a series of six group meetings under the direction of "a practical psychologist and guidance expert," followed by one general discussion meeting and the opportunity of a private interview with the director. The whole purpose of the series was to direct, or confirm, the vocational choices made by the youths, to encourage study and progress in the chosen direction. It is intended to follow up a number of the boys and girls from year to year, or to procure someone capable of advising those who will in the future have to make decisions regarding vocations or occupations. A "work exchange" may also be established to enable people wanting things done to get in touch with the agency, which will provide the person most capable of doing the work and preferably one who most needs the money.

Of the forty odd eligible boys and girls in the town, all but two or three attended one or more meetings of the series. There were absences because of transportation and other difficulties which could not be avoided. More than two-thirds of the boys and girls accepted the offer of a private interview with the director.

BREATHITT COUNTY (KY.) GUIDANCE PROGRAM

A cooperative, county-wide program of guidance and training for youth is under way in Breathitt County, Kentucky, which, while immediately concerned with emergency problems, is aimed at a long-range, permanent solution of certain fundamental needs of youth.

Breathitt County is one of Kentucky's mountain regions with conditions typical of many Southern Appalachian counties. Opportunity for young people has never run high there, but with the economic cataclysm it sagged to a very low level. Agriculture at best offers a gloomy outlook; mining, lumbering, and railroading have declined to the lowest ebb. Those young people who had sought opportunities in the cities have had to return in large numbers; so, with congestion from within and without, the county was badly in need of some intelligent concern for its youth.

These conditions furnished the soil in which the idea for a demonstration guidance program was planted. The county was selected because there was awakened interest and a good basis of cooperation among certain official leaders, the County Superintendent of Schools, the President of the University of Kentucky, agricultural extension workers, and others. The cooperation of the Southern Women's Educational Alliance was secured to direct the demonstration, and funds were allocated by the Carnegie Corporation to finance it.

The Breathitt County demonstration has three main objectives: (1) the creation of a County Council concerned with the guidance problems of youth, (2) a county survey of actual and potential resources for capable, aspiring young people, (3) the gradual development of a program taking into account both in-school and out-of-school young people as a demonstration which is applicable to young people of the Southern Appalachian area.

In order to have background on which to base the developing program, surveys of the conditions and possibilities in the county are being made on the following data:

- Human resources
- Physical resources
- Occupational facts and possibilities
- Educational conditions and outlook
- Present economic conditions
- Recreational conditions and possibilities
- Social standards and relationships
- A continuous compilation of topical subjects from county newspapers

The facts secured through the surveys are used in various ways as a basis for procedure, to help publicize the activities, for use in interpreting the county conditions to school children.

The guidance program in Breathitt County is a two-way program: One, to act upon the in-school youth in changing the curriculum with the end of better adjustment of boys and girls to life conditions, safeguarding character, and devising wholesome recreations; two, to provide guidance and develop vocationally and avocationally the out-of-school young people. The first is accomplished through teacher and leadership training headed up by a Guidance Institute under the auspices of the University. The second is accomplished through Opportunity Centers in various parts of the county to which young

people can come and where they have the advantages of:

- study adjusted to individual need and interest;
- supervised work projects having training value;
- recreations, as varied as possible;
- provision for developing and enjoying avocation-al hobbies.

During the year a number of occupational meetings are sponsored by the County Council with qualified speakers who present the subjects of occupational opportunities.

These are the merest skeleton outlines of the many activities which have been set in motion in Breathitt County to the end that youth may have a more balanced and propitious life, richer in opportunity than in the past.

While the funds for financing the demonstration come from without the county, there is a high degree of community co-operation in carrying it through, with many different agencies making their contribution to the program. The Opportunity Centers are financed by FERA funds, the county schools, Jackson citizens, and a small special grant. County health officers help with the health program. The surveys are financed by Relief Administration funds. The University of Kentucky provides the occupational speakers, the meetings being held in the Jackson City School Auditorium, the Breathitt County High School Auditorium, and the Jefferson Hotel. The Guidance Institute for teachers is administered by the University and sponsored by the County Superintendent of Schools and the Southern Women's Educational Alliance.

FULTON COUNTY (GA.) RECREATION PLAN

In Fulton County, Georgia, which includes the city of Atlanta, a general recreational program for the county and city provides a wide variety of activities for youth and adults, both white and colored, with special emphasis upon the interests of the younger age group. Having tried vainly to operate a recreational program with volunteer leadership, the recreation-education section of the Atlanta Council of Social Agencies approached the county FERA administrator. The Fulton County Department of Recreation of the FERA was the result. The county was divided into districts, six for Atlanta and four for the remainder of the county, with a recreation and assistant director in charge of each district.

The general organization set-up is as follows:

In each district a community recreation council has been formed of the mayor and leading citizens in that community. This committee acts as an advisory body. There is a director and an assistant director in charge of each of these districts and a staff to operate the program. A central advisory committee of important people in the city and county works with the director of the city and county. The duties of the recreation councils are (1) to interpret the community's needs, (2) to provide a medium through which the centers can call in emergencies, (3) to provide dignified stimulation to the youth who use the centers, (4) to act as judges for competitions and secure awards, (5) to provide means of securing funds for activities which the center could not provide, (6) to act as steering committee for activities, heading up gymnasium classes, etc., (7) to help break down existing social and racial cleavages in the community, and (8) to assist the community solve some of its problems, as delinquency, etc.

The program operates through playgrounds a large part of the year, of which there are 16 for white and 4 for colored people, and in the winter through community centers. A number of these are in the school buildings. Never having been used by the public before, it was necessary to educate people to their use. Playgrounds are kept open as long into the winter as popular demand justifies.

The Fulton County program consists of a wide variety of athletic activities for men and boys; for women and girls, classes in millinery, sewing, and varied crafts; also, for both men and women, forums and discussion groups. There is a varied program of music and dramatics, social events, special city-wide holiday celebrations, tournaments, and playdays. A school for umpires is an innovation in the men's and boys' program. Some very creditable orchestras have been developed, using as leadership professional musicians on relief. In addition to these, a group of 12 professional musicians has been banded together in an orchestra which provides entertainment for various functions.

The Department of Recreation was able to secure a half-hour period on Monday afternoon, from 3:30 to 4:00 p.m., for a broadcast each week. This program not only provides entertainment but gives pertinent lectures by speakers identified with the recreation movement.

Financing: Financing of the program has been cooperative. Personnel is supplied by the Department of Recreation of the County FERA. Money needed for equipment such as bats,

balls, etc., has been contributed by donations from the Kiwanis and Rotary Clubs, Park Department, and a small amount from Federal sources. Nine hundred dollars was appropriated by the Atlanta city government, for recreation. Cherokee Field (lighted diamond ball field) was financed through the cooperation of the teams in selling 1500 advanced season tickets. The 24-acre field was leased from the Georgia Power Company; Atlanta and West Point Railroad gave several carloads of cinders; the labor was supplied by the Fulton County Relief Administration. Programs are free and open to the public with the exception of special events with fees to cover definite expense.

SEATTLE COORDINATED YOUTH PROGRAM

Seattle was roused early to the needs of youth by reason of two things; it was the last outpost, both western and northern, for the wandering transients; and being the largest city in the State and the seat of the University, it attracted thousands of young people who drifted away from the country and the small town in search of opportunity.

It was recognized as early as 1932 that the ordinary facilities of Seattle were unequal to the strain made upon them. The Salvation Army, stirred to action by the streams of transient boys that sought their shelters, organized a citizens' committee with the purpose of providing services to unemployed men and boys, and of studying the problem of the transient. The Y.W.C.A. about the same time, finding a greatly increased demand upon their services, was roused to the problems of young people as a whole. They called together representatives of groups interested in leisure-time activities, the churches, schools, and others, and organized a committee to serve as a clearing house for information on recreational and leisure-time facilities. The Seattle Welfare Council, central social-planning group under the Community Fund, took the initiative in the merging of these two committees and expanding their scope to form a city-wide committee known as the Committee at Large with the purpose of planning for leisure time with emphasis upon the particular

interests of unemployed youth. Through the cooperation of public and private agencies, this committee concerned itself with the development of leisure-time activities, with awakening public interest and with informing those in need of activities of the available facilities.

The head of the Salvation Army committee logically became head of the Committee at Large, the other officers being a former member of the Boys' Work Committee of the Rotary Club, a member of the National Recreation Association, and a board member of the Salvation Army.

The personnel of the committee is made up of representatives from the following groups: Community Fund agencies: Boy Scouts, Girl Scouts, Camp Fire Girls, University of Washington Y.M.C.A., Central Y.M.C.A. and Y.W.C.A., the Seattle Urban League, the Family Society, the Travelers' Aid, the Jewish Educational Center, and the Society of Saint Vincent De Paul, a family service agency. Non-Community Fund groups: the Seattle Public Schools, the Seattle Public Library, the Seattle Park Department, the High School Council of the P.T.A., the Child Study Laboratory, the Juvenile Court, the University of Washington, and most recently, the Washington Emergency Relief Administration, District 2, and the Federal Transient Service.

The fact that the chairman of the recreation subcommittee is the director of city parks and playgrounds, that the present chairman of the education subcommittee is the assistant superintendent of schools, that the chairman of the case work committee on transient boys is the director of vocational training of the Board of Education, and that the president of the High School Council of the P.T.A., which is one of the strongest civic groups in Seattle, took an active interest in the work of the committee from the beginning, has lent weight and authority to its work.

Free-Time School

An Educational Opportunities Committee studied the needs of young people unable to complete their education with the result that a free-time school was started. First, the committee circulated a questionnaire to discover the need of a school. This being determined, the school was started in the Spring of 1933.

With free room space secured in a downtown building and a staff of volunteer teachers, 10 of the 14 professors from the

University of Washington, the school operated from 11 to 3 o'clock on three days a week. The school continued for two terms, serving the needs of 282 individuals. At the end of the second term, the FERA program of adult education got under way and filled the need. The chairman of the Educational Opportunities Committee, as assistant superintendent of schools has administered this program, and the experience of the committee in operating the emergency school has been invaluable in guiding the adult education program.

Recreation Projects

The recreation subcommittee adopted primarily the policy of using and extending existing facilities and programs. Hence, its first step was to coordinate and publicize these. To this end it compiled a list of the free and low-cost programs of all recreation centers in the city in a central directory pamphlet called, "Why Walk the Streets--When Leisure Time Can Be a Thrilling Time?" This was distributed through the schools, agencies, field houses, and to 10,000 families on relief. This contained the names and locations of centers of recreation, a brief statement of the general type of program and service, and established the identity of the committee, directing inquiry to offices which had been secured free in one of the central and newer office buildings.

The committee likewise developed new activities. Projects, directed chiefly towards the needs of the high school or just out of high school group, included all city high school swimming clubs in which 600 boys and girls participated; swimming classes for young women at the municipal beaches, attended by 846; three series of six weekly art and museum tours which drew a total attendance of 306; two dances for high school students in two city field houses which 700 attended; an all-day cruise on Puget Sound for 800 high school students.

It has been the policy of the committee not to single out the unemployed youth conspicuously, but an effort is made to draw them into general recreational activities. One means used has been to issue small business cards with the name of the committee and location of the office. Family visitors of the staffs of public and private welfare agencies distribute them tactfully to boys and girls of unemployed or of "marginal" families. Whenever a card is presented, the "Y" director gets in touch with the visitor in an effort to devise the best guidance and direction. The card entitles the bearer to free privileges.

Seattle's cooperative community program demonstrates many valuable points. The secretary of the Seattle Welfare Council comments:

"Two things stand out in attempting to evaluate the work of the Committee as a whole: First, the remarkable rapidity with which it was set up and the directness with which its program was carried into action. The first impetus came in November, 1932, and two months later, in January, the community was organized on a city-wide basis to meet the problem and the sub-committees were actually functioning. Second, that it was the accomplishment solely of volunteer leadership. Membership in the Committee itself made large demands on the time of its 50 volunteer members while the mechanics of putting such a program into operation was a full-time job for a competent staff, yet everything proceeded on a volunteer basis with a total expense of less than \$100.

"As a city-wide group representing both public and private agencies, it was able to accomplish what would have been impossible for any one agency or group of agencies with their lesser prestige and divided strength. The problem demanded a city-wide awareness which only a concerted city-wide effort could command and in this, the Committee was successful to a remarkable degree."¹

PHILADELPHIA JUNIOR EMPLOYMENT SERVICE

Philadelphia has a Junior Employment Service which provides, under the auspices of public education, placement and counseling service and to a certain degree training needed by boys and girls, 14 to 21 years. It is for the benefit of all young people within the school district of Philadelphia. The service also makes surveys and reports. There is a demonstration office in connection with the Philadelphia office of the State Employment Service and all activities for workers under twenty-one are handled by the Junior Service.

The placement of an applicant is based on a study of very thorough records. Requests for workers to report immediately are filled from classes for maintaining occupational skills which the Junior Employment Service conducts in the same building as its offices or nearby. Applicants are interviewed every

¹ "Narratives of Achievement in Community Planning," Bulletin No. 81, April, 1935. Community Chests and Councils, Inc., New York.

time they come to the office. School records, results of medical and psychological tests, records of vocational training, reports of previous employers on appearance, ability to learn, speed, accuracy, and dependability are collected from many applicants and kept in a folder together with their registration cards. Group intelligence tests and standardized achievement tests are administered to selected applicants for whom results of such tests are not already available. A regular health examination is made of every applicant at least once in six months.

Vocational Guidance: Special discussion groups have been organized, which include discussion of economic problems by a group of unemployed normal school graduates, and special talks by selected employers. Occupational studies include surveys of opportunities in Philadelphia for dental mechanics, leather making, printing, and clerical work. The discussion groups include demonstrations of employment interviews.

Vocational Training: Boys and girls who have been tested and advised by the counselors and whose individual abilities have been studied are placed in special classes in which their skills are maintained, or they are aided to acquire new skills which will be of value. Occupational trends are taken into consideration. Work experience is given by sending the students to non-profit-making organizations for from two to four weeks, depending on the nature of the training. Money for carfare and lunches is provided. At the end of the employment the students return to the special classes, where an effort is made to improve their skill in accordance with a report submitted by the agency. Apprenticeship and employment possibilities have been studied in numerous conferences with school persons, employers, public employment officers, and social workers.

Sponsorship and Organization: The work of the Junior Employment Service has been carried on for nearly 15 years. In 1916 a school office for employment certificates was established, and as the applicants increased in numbers their need for educational and vocational counseling became apparent. The Board of Public Education accepted the cooperation of a private agency, the White-Williams Foundation, in demonstrating the value of a counseling service for boys and girls who had secured working certificates or who were looking for employment. The demonstration was so successful that the board became convinced of the permanent value of the work, and by 1925 had assumed full responsibility for the placement and counseling staff. In February, 1934, the board, seeking to augment the staff of the Junior Employment Service, which was then inadequate, applied for the affiliation of the Junior

Employment Service with the Pennsylvania State Employment Service under the provisions of the Wagner-Peyser Act. This was accomplished.

The Junior Employment Service is conducted by the Board of Public Education of Philadelphia, as part of its vocational and educational guidance work. It is under the supervision of the superintendent of schools and the general supervision of the State Education Department. It cooperates closely with the local office of the Federal State Employment Service. It works with the State Bureau of Rehabilitation and other agencies interested in the physically handicapped. It also cooperates with the Department of Labor and Industry, with social agencies, and with individuals in its counseling and employment supervision work. The relationship with the schools has been particularly intimate and fruitful. Counselors in high schools furnish records of graduates. Special divisions of the school system also give information which is of help in learning to know applicants. Thus, the Division of Commercial Education supplies objective-test results of the achievements of every commercial graduate in typing and shorthand. The Division of Tests and Results furnishes copies of group intelligence tests and of standardized achievement tests. The Division of Special Education provides psychologists to administer a battery of individual tests to selected applicants. The Division of Medical Inspection supplies physicians. The Division of School Extension has established the special classes in vocational training. Without the assistance of the schools, it would have been impossible to provide these facilities. Almost all employers have cooperated in reporting on the qualifications of the young people who have been placed with them.

The Junior Employment Service is administered from a central office, and there are three branches in school buildings. The office of the Federal State Employment Service acts as a cooperating branch, an agent of the Junior Employment Service being stationed there to interview junior applicants and refer them to the proper one of the regular branches. One branch is in the industrial district, and serves both boys and girls. The other two are in the commercial district; one receives boys only, the other only girls. All of them have adequate waiting rooms, which are made attractive and comfortable by chairs, tables, bookcases, plants, magazines, and newspapers.

Financing: No charge is made for the services of the Junior Employment Service. Since July, 1934, the Service has been jointly supported by the Board of Education of Philadelphia and the Pennsylvania State Employment Service.

BOSTON'S USE OF ITS SCHOOLS

When unemployment became a serious problem, Boston already had a partial answer to the use of leisure time. As early as 1912 the Department of the Extended Use of the Public Schools was legally created with the purpose of devising activities in school buildings after school hours, outside of the regular day and evening school curriculum.

These centers serve as common gathering places and rallying points for community effort and cooperation, centers for social and civic betterment. In nature they are community clubhouses, social and recreation centers. Fourteen regular School Centers are open two evenings and one afternoon a week from October to June; 7:30 to 10:30 o'clock. During the past season, 1933-1934, more than 150 different schoolhouses were opened over 2150 times for School Center use. In 1933-1934, the total attendance was over 826,845. The total number of clubs and group meetings in the School Centers was over 500, attending over 30 different activities. In 1933-1934 over 15,000 persons attended concerts, lectures, and entertainments in school centers. Over 81 independent outside social and fraternal organizations occupied schoolhouse accommodations.

School Centers are organized on a club basis, self-governing, officers elected, dues self-imposed. The School Center clubs and activities are classified as civic, social-educational, recreational, and industrial, and cover a very wide range of subjects and activities. About one-third of those participating are unemployed youths of both sexes. The others are employed, attend the upper grades of high schools or are in the first or second year of college.

The work of the Department of the Extended Use of the Public Schools is conducted under three divisions: School Centers; Home and School Associations; Use of Schoolhouse Accommodations. The director of the department has general supervision and control over the activities and is responsible to the school committee through the Superintendent of Schools.

Each School Center has a manager who forms, develops and manages clubs and activities; also supervises and directs all persons and groups occupying School Center buildings.

Each manager has a staff of leaders and helpers who direct clubs and groups and attend to the various details. Managers, special managers, leaders, helpers, and other employees are appointed by the Superintendent of Schools from rated lists.

Citizens' advisory committees, members' councils, leaders' and workers' conferences aid in guiding and promoting the policies and activities of the department.

Financing: The Department of the Extended Use of the Public Schools is financed by the Boston School Committee. For the year 1934, the school committee appropriated for extension activities conducted by the Department - \$69,000. This fund is not a part of the regular day or evening school appropriation and is used only for the purposes stated in the legislative act. Many of the clubs that meet in the School Centers pay their own leaders, others have volunteer leaders. All supplies and materials, utensils and special equipment used in the School Centers are provided by the various clubs at the expense of the members, not at the expense of the city.

BUFFALO EMERGENCY PROGRAM

Buffalo has developed an emergency adult education and recreation program as a Temporary Emergency Relief Administration program, with a wide range of services offered free to its citizens. Sixty emergency centers are located throughout the city where a great variety of activities are carried on. The program is directed by the State Education Department and the Buffalo Board of Education, and administered by the supervisor of Industrial Education of the western area and the director of Extension Education of Buffalo.

During 1934, 27,000 Buffalo adults over seventeen years of age participated in 200 courses in 60 emergency centers. There are 21 instructors in 3 major centers for commercial subjects. The Handicraft Institute and 30 neighborhood classes offer more than 40 courses. The Art Institute has grown from one instructor with 4 students to an institution of 400 students and a staff of 16. Art classes are also held in

3 neighborhoods. A staff of 8 specially trained instructors teach 300 patients in the handicap project. One hundred twenty home-making classes are held. Music classes are held in 19 neighborhood centers. Drama classes meet in 3 major and several minor centers.

Recreation: The Buffalo Community Players are the only stock company in Buffalo. The players have 8 major plays and nearly 20 one-act skits for presentation. Free performances are given before schools, churches, etc., in western New York. In some cases audiences have never before seen a legitimate performance. The players also present a half-hour radio program four mornings a week. Program talent is worked into these presentations whenever possible. The Buffalo Community players have appeared before 200,000 persons since their organization in February, 1934. There are 14 actors and stage hands in the Community Players group.

Thousands of persons are enrolled in all phases of recreation in Buffalo. Some of the recreational activities are physical education, swimming, fencing, boxing, wrestling, and indoor and outdoor horseshoe pitching. Community singing circles are formed in the different centers. Old-time songs are interspersed in the programs with popular music. Noel Coward's plays were presented during the Spring term by the dramatic groups.

The Buffalo Civic Opera Company of 100 voices, with the 120 piece Buffalo Philharmonic orchestra of the Emergency Relief of Buffalo, produced "Faust" and "Pagliacci." In addition to operas, ballets are staged.

Adult Education: The educational offerings cover a wide range of subject matter. Five full three-year art courses are given in addition to special short-term courses and regular lectures on history and philosophy of art. Two 20-week terms of commercial courses are conducted each year. Special teacher training and evening classes are also held. A full one-year commercial course is given. The handicraft subjects include: leathercraft, metalcraft, jewelry, weaving, embroidering, knitting, and pottery. Cooking, sewing, home nursing, and maid training classes are given in the centers and meeting places of Buffalo. Special teacher training in home economics is also available. The technical and trades division arranges classes in everything from air-conditioning to refrigeration. The outstanding groups are classes in auto mechanics, woodworking, tire repair, battery, radio, auto ignition, steam engineering. The Music Institute of

Buffalo holds courses in all phases of music, such as instrumental, applied technique and harmony, etc. There are daytime and evening classes in German, French, Spanish, Italian, Russian, English and journalism. Drama classes are conducted.

Teacher Training: Although the instructors have been teaching from two years to a lifetime, work in adult education classes is so different from any existing educational experiment that a teacher training institute has been inaugurated. Teacher training classes meet once a week in two centers and special groups meet together for instruction by the head of the teacher training department.

Hobby Fair: The first annual Buffalo Hobby Fair, held in November, 1934, focussed widespread attention on hobbies, their educational, recreational, and health values. The Fair was inaugurated by the Buffalo Society of Natural Sciences, as a result of the interest created by Hobby Clubs carried on for many years, but was sponsored by the Buffalo Council of Social Agencies. The exhibits consisted of those by individuals; by groups, such as art galleries, museums, organizations; commercial exhibits; and popular working exhibits. The Hobby Fair was such a great success that it will probably be held annually.

CHICAGO GENERAL ACTIVITIES PROGRAM

Chicago has a general activities program for youth and adults carried on by the Recreation Division of the Park District, which is broad-gauged and of wide appeal. This organization resulted from the consolidation recently of 22 separate park districts which served the city. The program operates with the following subdepartments, each with its specialized staff: crafts for men and boys; art crafts for women and girls; women's and girls' activities, physical activities; general activities; art; dramatics; music.

Chicago has used its regular recreation facilities to expand and adapt to the emergency needs of youth and adults. The spirit of the whole program is one of creative activity, with the idea of getting away from the leader-dominated type of program. Groups are organized as clubs rather than as classes. Each club has its own leaders within the group

so that when the regular leader is absent, activities go right on. People in the various activities showing special skill and aptitude are encouraged and are given opportunities to exercise leadership with groups of less experienced people. There are 142 different crafts clubs.

Facilities: There are 128 parks and 82 community buildings in connection with the parks, some small but most of them commodious and well-equipped. Generally they have assembly halls, several club rooms, gymnasiums for boys and girls, with shower and locker rooms. A large number of them have branches of the public library, and out-of-doors they have grounds for games or skating, outdoor gymnasiums for children under ten, swimming pools. The department also operates the bathing beaches, golf courses, baseball diamonds, tennis courts, football fields, and playgrounds.

Crafts for men and boys: The crafts for men and boys are widely varied, including: boatcraft, making models and boats of various kinds; aircraft; artcraft, a wide program of activities varying according to demand; making of games; woodcraft.

Groups meet usually twice a week in the afternoons and evenings. The city-wide activities assume the nature of a city-wide club and in most cases are self-supporting, the idea being to give people of like interests an opportunity to get together favorably and easily in their common interest. The park department gives the initiative and leadership and the members themselves pay for their recreation. Several surveys were made to determine what crafts were of greatest interest; to find out the relationship between leisure crafts and juvenile delinquency.

Art crafts for women and girls: Crafts for women and girls include: rug-making, quilting, loom weaving, pottery, modeling, doll making, mask making, carving, fabric decoration, knitting and crocheting, home decoration, dress and costume design, weaving, metalcraft, leathercraft, commercial design, needle crafts, lantern making.

Physical-Recreational Activities: There is a wide program of physical-recreational activities, for men and women, boys and girls, as well as dramatics, music, art. The development of Chicago's Community Centers has been going on for years. Originally they were conceived to serve the physical and health needs of an urban community. Gradually the program expanded to include other activities than the purely physical. Social life, dancing, dramatics, music, debating, self-government organizations were introduced into the program. Manning

each institution is a promotional supervisor called a director, and where complete facilities warrant there is an instructor in each gymnasium, one for men and one for women.

Chicago has the effective cooperation of organizations and individuals in the community in helping with the leisure-time activities. V. K. Brown, Chief of the Recreation Division, Chicago Park District, says:

"We are approaching women's clubs, community improvement associations, noonday luncheon clubs, parent-teacher groups, business men's organizations, and similar federations of people in our communities, with the suggestion that they adopt certain specific things as part of their organization programs. We have been quite successful in this, and we think it a good example of a new type of attack on the problem of a community using its own leisure energies to contribute materially toward the solving of its leisure problems. Industries are similarly being approached. For example, we have one group of boys much interested in metallurgy. They cast their engine blocks for model motor-boat, vestpocket size engines, smelting down the metal, milling the necessary parts, and fabricating the engines to drive their model craft. We are now contacting the steel mills of South Chicago, and are preparing a basement in one of our field houses, and the men of the industry are planning to underwrite the establishment in that basement, of an actual producing miniature steel mill, in which the young men interested in metallurgy in that community cannot only beguile their idle time in something which they enjoy doing, but associating with the experts of the industry who will be interested in the experiment. These boys will also vocationally be familiarizing themselves with every step in steel production, from ore to finished product, and will be learning by actual practice the essentials of the industry, thereby assuring the industry of a growing group of young blood available for employment later, and at least as well trained as those who have taken rather theoretical courses in metallurgy in the technical schools specializing in that field of education. It promises, they think, to become a fine father-and-son activity of the community; the leadership of it is no problem to us, because research workers and engineers of the industry will take so much of personal interest in it that we need not provide special instructors.

"This same idea we think to be applicable to a large number of industries. For example, in doll-house furnishings, playroom equipment, and what not, possibly the upholstering or furniture making industry might interest itself. We have never, in the past, hooked up in just this way. We think it is a new

development, but it is likely to assume considerable proportions as we experiment our way into it."

Financing: The Chicago program is financed by municipal funds, Government funds and by charges made for various activities.

WILLIAMSPORT (PA.) RETRAINING PROGRAM

The Williamsport Chamber of Commerce in February, 1930, through its Employment Committee, became interested in unemployment as a whole. The first step was to make an extensive survey of unemployment in the city and a study of its causes with the assistance of the relief and volunteer social workers. The needs were made clear and ways of meeting them were charted. The school district was asked to cooperate in the organization of an educational program for unemployed persons. The first experimental classes began early in 1931, and some of the work was carried through the summer months. In the Fall of 1931, a much larger program was organized, and by December these classes were overflowing and a more extensive program was requested. A full-time coordinator working with students, school, and industry, was appointed for the program.

Williamsport's Retraining School, with 16 teachers, offers a wide variety of educational and occupational opportunities along these lines: (1) commercial, (2) woodworking, (3) machine shop, (4) special apprentice machine shop. The classes include: business English for men and women, architectural drafting, mechanical drafting, auto mechanics, printing, mechanical blue-print reading, architectural blue-print reading, engineering mathematics, machine shop, acetylene welding, solid geometry, shorthand, and typewriting.

Woodworking: This course attempts to provide intensive production experience for the students in the industrial woodworking and cabinet-making fields.

The Machine Shop: The machine shop offers an intensive course in machine instruction to a restricted number of young men selected from the machine shop class, who show a particular aptitude. All found employment in the field for which they trained.

In order to make the intensive training as business-like as possible, the instructor in charge made arrangements with a local manufacturing plant to use materials which had been "scrapped" for minor defects before the manufacturing processes had been completed, but which were still satisfactory for instruction purposes. In the school shop the parts were machined to production standards, as to accuracy and speed, although in some cases the dimensions were fictitious. The finished parts were returned to the manufacturer to be melted up as scrap. The manufacturer lost only the small amount of material removed in the machining operations, and the school gained the use of very expensive material such as is used in actual production.

Apprenticeship Program: Young men who have graduated from the public school machine shop courses or from ordinary apprenticeship courses receive training for particular work in metal manufacturing plants.

Retraining Service for Girls: Courses along the same lines and objectives as the work of the boys and men are available to girls and women over eighteen who are adapted to such work and desirous of participating in the activities. Classes meet in retail selling, advertising, office practice, type-writing, and shorthand.

Commercial Training: The school is experimenting with the idea of placing partially trained stenographers in public offices for experience and speed.

Placement: Since 1931, the retraining work has grown constantly with a placement average of about thirty per cent. At no time during the depression did the retraining work decrease, and a reasonable placement record was maintained even during the worst of the unemployment. In September, 1934, one factory took eighteen graduates of the machine shop course.

Williamsport Graduates' Club: As part of the Williamsport unemployed retraining school program is the Graduates' Club, sponsored by the school board of Williamsport in cooperation with the Y.M.C.A., and an advisory committee of prominent citizens, whose main purpose is to aid its members to find profitable employment and to keep their morale at a safe level during the interval before a job is found. Its activities consist of vocational guidance, vocational training, placement, and recreation. Its membership is limited to young men who have graduated from the local high schools and are unemployed. The club meets every Wednesday evening from

7:30 to 9:30; in addition to its regular meetings it assembles at other times for special purposes.

Most of the regular meetings of the club are devoted to: discussion of problems of those seeking work; talks, often illustrated, by leading business men and technical experts; showing of educational and other films; trips through local plants. Employers are interviewed on behalf of the club members. The boys are called in to meet personnel agents, and are sent out individually to apply for work in quarters where the prospects are known to be favorable.

No difficulty has been experienced in obtaining the hearty cooperation of industrial and business men. There was found, however, a strong resistance in industrial establishments to accepting workers under about twenty years of age, and the successful placements from the retraining school are now mostly in the 20-35 year group. The club has to a considerable extent been successful in overcoming objections on the grounds of youthfulness and inexperience advanced by employers. Membership cards, when indicating that the bearer is well qualified, act as a means of introduction to the prospective employer, and assurances that the young person is willing and prepared are often effective.

Recreation: On Monday evenings a group interested in athletics meets for games; a team of members of this group represents the Graduates' Club in the unemployed retraining school basketball league. On Tuesday evenings a group meets for musical instruction; a band and a dance orchestra have been formed. The athletic and musical activities were organized as a result of information obtained from the questionnaire. On Friday evenings all members have an opportunity to use the Y.M.C.A. facilities. On Saturday hobby clubs meet for four hours. Some of the films shown at the regular meeting of the club is devoted to social activities to promote fellowship among members. Social gatherings at other times, with music, games, dancing, and refreshments are also part of the recreational program.

FARGO FREE-TIME COUNCIL

In Fargo, the community has organized the Fargo Free-time Council to provide a leisure-time program for youth and adults who have free time as a result of the economic situation. The council is a co-operative effort initiated by the Y.M.C.A. in which every "leisure-time agency" in the community is invited to participate, in the planning as

well as the carrying on of activities. An attempt is being made to meet the needs of every adult in Fargo.

Three steps preceded the forming of the council and the development of the program: a survey to determine the educational and recreational activities desired; a compiling of information on available leisure-time facilities; an all-day community conference on adult education.

The survey of the recreational and educational interests of all out-of-school adults over sixteen years of age was made by the P.T.A. and the Free-time Council. It showed that of 100 different free-time activities on the schedule there was an overwhelming interest in certain commercial courses, such as: bookkeeping, shorthand and typing, as well as activities usually classified under home economics. There was a general distribution of interest among the other activities. Outdoor recreational activities predominated.

The Fargo Community Conference on Adult Education was held on March 6, 1935, with afternoon and evening sessions. After the discussion of certain topics, the meeting ended with an open forum for the consideration and adoption of recommendations growing out of the discussions. The conference was helpful in clarifying the real functions of the Fargo Free-time Committee.

The Fargo Council is composed of volunteer members. These men and women represent community educational and recreational agencies, organizations which are actively interested in the problems of community leisure time, citizens at large, local government agencies. The council elects from its membership an executive committee composed of the officers of the council (president, vice-president, secretary, treasurer), the chairmen of the neighborhood and program councils, the chairmen of all sectional program committees, and some additional members selected from the roster of the Free-time Council. One representative of each P.T.A. group is named as a member of the Free-time Council.

Each school section has a local P.T.A. committee, the chairmen of which constitute a neighborhood council, which functions to interpret the needs of the various sections to the Community Free-time Council and to explain and promote various activities sponsored by the council in each neighborhood. There is a program council made up of the chairmen of the sectional program committees, and a technical group of professional workers concerned with leisure-time activities provide volunteer technical advice and leadership.

LAKEWOOD (OHIO) RECREATIONAL CENTER

The young people of Lakewood, were badly in need of recreation interests. At the initiative of the superintendent of the Board of Education an abandoned schoolhouse in the heart of the city was taken over and converted into a recreation center. It has two small gymnasiums, a cafeteria, shower baths, an auditorium, and many classrooms. The latter have been transformed into game rooms, lounges, discussion rooms, council chambers, library and reading room, and card rooms. Ten local civic and professional organizations enabled the classrooms to be made over by each furnishing a separate room.

Launched as an emergency project, the center is becoming a permanent and vital factor in the community life. From the outset the Lakewood program has been cooperative in spirit and creative in its functioning.

While the center is supervised by the director of recreation of the Board of Education, there is a senior advisory council of 35 members drawn from the civic and professional organizations of the city. The center is controlled and directed by a self-governing general council or junior advisory council composed of 15 to 20 members, young people who use the center. This council organizes the weekly dances and generally supervises the activities. The center has a staff of 20 persons, 8 members being ERA workers and 12 volunteer workers.

A general recreational program, consisting of athletics, drama, forums and discussion groups, hobbies, music, and quiet games is offered by the center. There are also vocational training classes, and a few cultural courses. These activities are developed informally in about 40 organized classes or groups; each class decides what it wishes to do. Dances are held once a week, and other social activities, such as plays, are organized from time to time. The plans are carried out without help from adults.

The members wrote and produced a play which ran four nights. They have formed a six-piece orchestra. It was found that the young people could successfully carry through a small project with some guidance, but were not capable of handling large affairs alone. They themselves decided that they needed the help of experienced people in organization.

The daily attendance varies from 150 to 300, and averages 225. The total attendance has been 30,000.

Financing: An entirely satisfactory method of financing has not yet been worked out. Efforts to support the center through voluntary subscriptions proved inadequate. For 1934 the Recreation Department of the Board of Education was able to allocate \$3,070 to the center, representing a surplus accumulated over a number of years. (The Recreation Department operates on a 1/10 mill levy, which is entirely separate from the Board of Education budget.) This sum fell short of meeting the expenses by \$1,500. The present cost of maintaining the building is \$3,500 annually, which includes only heat, light, and janitor service.

Moneys have been raised in various ways by the young people, such as small fees for dances, renting the cafeteria, auditorium, and gymnasium. No charge is made for the classes, except those in boxing and fencing which cost \$2.00 for ten weekly lessons. If material is required, the member pays for it.

A PLAN FOR YOUTH IN RURAL CONNECTICUT

In a rural community plans often may be carried through in a very natural way without any formal organization and yet with every agency playing a part. Nothing could be simpler than a plan for youth which has developed in a rural district of Connecticut. It is described by the minister of a church who, one senses, is the moving force behind many of the activities:

" Ours is a strictly rural situation. We have no specific activities which would make our youth feel that they are set aside as under-privileged or without opportunity. Those on the farms are at work with their fathers. We have developed community activities in which they are included, the objective being to make them enjoy their community and want to stay here. Many of them are marrying and settling in tenant houses they would have spurned a few years ago. We try to provide community sociables, where the hat is passed around. We have organized a dancing class which, meeting at the town hall, will give social recreation while teaching them to dance. Working with the selectman, we know fairly well the situation in each home where matured young people are living, and help to share what work there is with them. Wanting to

keep them in the community, we face the real problem of providing jobs and housing if they marry. We are introducing weaving as an experiment in the hope that it will supplement other income. One young man has started a small paint factory. The farm bureau is helping us to encourage two others in hatching and chicken farming. Nothing very outstanding, we do not want to make the adjustment for them, but stand ready to help and to offer suggestions when we discover an interest or a need. Such activities are financed through private interests. We have no program excepting the program of normal rural living. Our organizations and activities are kindled around the needs which arise therefrom."

A RURAL COMMUNITY EVENING SCHOOL

In Sac City, Iowa, a farmers' evening school program has been expanded into an adult education and forum program in which a large proportion of both town and country families participate.

To administer the program, an evening school council representing a cross section of the community interests was organized. Included on the council are representatives of the Chamber of Commerce, Kiwanis Club, Farm Bureau, American Legion, Board of Education, town and country women, and representative young men and women of the community, with the vocational teacher representing the instructional staff of the school and serving as chairman of the council. Representatives from the general council also serve as chairmen of committees which are charged with the responsibility for guiding the courses along the lines of the different group interests in the community.

The classes and forum met on Wednesday evenings during the winter season. To promote fellowship and better understanding of problems common to the town and country people, the Kiwanis club changed its weekly luncheon hour to Wednesday evening so that it might entertain all members of the farmers' and business men's classes during the winter. The forum speaker met with the supper groups.

Supper was from 6 to 7:30, then followed the special classes from 7:45 to 8:30, consisting of a wide range of subjects such as agricultural economics for farm men, general economics

for business men, and music appreciation, play production, home hygiene and clothing, poultry production.

After classes, the forum was held from 8:35 to 9:30. The general subject for the year 1934-1935, was "America Faces the Future." The purpose of the forum is to give an overhead view of the trends of the times. The first meeting served as an introduction to world conditions. Then followed ten discussions critically analyzing and evaluating momentous forces which together help to make up the whole. This series concluded with a summary meeting.

Practically all of the class members participated in the forums which, with the influx of a few not enrolled in the courses, attracted an attendance ranging from 300 to 400 people every week. Other activities and events hold the group together during the rest of the year when the program is not in operation.

The vocational agriculture department in the high school of Sac City and the farmers' evening school were organized simultaneously in 1931. The adult education and forum program has been the outgrowth of these two. The adult program forms an impartial institution for integration of community interests in an intelligent way. It has great possibilities of increasing the vocational efficiency of the people in fundamental occupations, of developing the much needed local leadership and intelligent followers, and greatly enriching the general plane of living.

TRAINING FOR CITIZENSHIP

CORTLAND COUNTY (N.Y.) JUNIOR MUNICIPALITY

A municipality for junior citizens reproducing the senior municipality, having its own charter and officials, with a recognized citizenry known as adult-minors, and duties assigned and carried out by the junior citizens, constitutes a practical experiment in citizenship training being carried on in upper New York State, in the Finger Lakes region. The Junior Municipality starting in Cortland, N. Y., is spreading to other near-by places. With the cooperation of the School of Citizenship of Syracuse University and Cornell University, the plan adapted to city, village, township, or county may extend to an area of eight counties.

Adult-minors is the designation officially bestowed upon the young citizens sixteen to twenty-one years of age, who constitute the membership of the Junior Municipality. They cooperate with the senior local government and carry through their activities not theoretically but as practical responsibilities. They are authorized to assist the police in such responsibilities as traffic duty, in recovery of stolen property, in policing public meetings. The activities of those adult-minors assigned to police duty are recorded at the city police department. The adult-minor health department is active in the county health program and assists in the health education program in the city and county. They have investigated and obtained data bearing on the conditions of the municipal skating rink and made recommendations to the senior City Council. In Homer, N. Y., the adult-minor village board assumed total responsibility for administering a four-day celebration in honor of the Centennial year of the village. The senior board sanctioned this action and cooperated with the young officials.

The Cortland Junior Municipality is developed and sustained by youth with one adult director. Organized early in 1933, under the sponsorship of city officials, civic leaders, and young people of Cortland, adult-minors organized their citizens into six wards for party and municipal action. A census committee was appointed in each ward to find the number of persons between sixteen and twenty-one years of age. Ward leaders were named. The group selected party candidates for election to the committee of twelve (two from each ward) to draft a Junior Charter. To elect this charter committee, adult-minors held a charter convention in July. Until the end of September the charter committee met weekly or bi-weekly to search the city charter and adapt the provisions suiting their needs.

On primary day a referendum was taken on the Junior Charter. Municipal officials were elected one week later. The senior judge administered the oath of office to the young officials at the inaugural ceremony. Practically the only adult assistance came from the director of the Junior Municipality.

The Junior Municipality duplicates in practically all respects that of the senior government. The Common Council meets twice a month; the Board of Health, Board of Public Work, and Board of Education, once each month. The Police Department meets once a week. By authority of the Common Council of Cortland the attendance of adult-minor officials in that city at meetings of their respective boards or departments, is required and is a matter of record. The work has the endorsement of

the Cortland senior city officials and the Assistant Commissioner of Extension Education of the State Department of Education.

Three hundred and fifty young people assumed some degree of responsibility in the Junior Municipality program during a fifteen-month period. Twenty-five generally attended the ward meetings; one hundred, the charter convention; fifteen, the charter council meetings. One hundred and fifteen young people voted for the charter referendum, and two hundred in the election of officials. Three hundred adults and minor-adults attended the inaugural ceremony.

While carrying on their various activities the young citizens are studying and educating themselves in the affairs of the city government. Through their own chamberlain they receive information on the financial conditions of the city. They have access to municipal and village departments, records, and statistics. They have an Educational Research Board which studies problems of city government and their own problems of function.

BOYS' BROTHERHOOD REPUBLIC

Of a different type, a self-governing organization in a congested area of a great city, is the Boys' Brotherhood Republic of New York, which carries on its administration within its own ranks. Organized in January, 1932, with a membership of eight boys, its "citizens" now number more than four hundred.

The Republic, which is privately sponsored, owns a five-story building at 290 East Third Street, New York. It has its own camp at Alpine, N. J. Both at the clubhouse and camp, affairs are run as in a city government. Activities are supported by a system of taxation and the Republic operates under its own charter and with its self-elected officials.

The Republic is open daily from 5 to 10 p. m., and approximately seventy per cent of the boys attend daily. Its activities are varied, including athletic events, publishing a newspaper, an employment office, a library, a savings bank, all planned and conducted by the boy "citizens."

On January 19, 1935, the new City Hall of the Republic was opened in which the boys run their own municipality. On that occasion the Mayor of New York, Hon. F. H. La Guardia, was the principal speaker. Leading officials of the city attended.

PART III

SPECIFIC ACTIVITIES FOR AND BY YOUTH

It takes consummate intelligence to help youth through the crisis of today and avoid crippling them for tomorrow. Any implication that youth is on relief has serious dangers. It is not charity but opportunity that is due them. A chance to help themselves is youth's supreme right. Work should be on a basis of cooperation rather than patronage. Those projects in which there is an element of give as well as take have the soundest psychological base, those which swing young people into the active, vital current of community life and make them a participating part of it. *Self-help, service, creativeness, work,* should be the watchwords. Get youth off the bleachers and into the game.

There is a Scylla and Charybdis between which those who are desirous of helping youth have to steer with care. One is that in hesitating too long or waiting to frame effective organization, nothing is accomplished. The other is that in too hasty, spectacular action the public is anesthetized into thinking the problem is solved and work towards a long-range program for youth's permanent needs is delayed or blocked.

The present situation is of an emergency and transitional nature but two things must be kept in mind. One, the agencies that have to be summoned to support a program are those permanently rooted in the community; they have an experience and background which it would be folly not to utilize to the utmost. Two, that in most of the activities planned there should be the kernel of a permanent objective to be

carefully kept in mind and preserved after the peak of emergency need has receded.

Activities for youth are inaugurated under many different auspices; official agencies, voluntary groups, communities or citizens' committees, social and welfare organizations, individuals. Under whatever sponsorship, they fall into the general classifications of:

EDUCATION

EMPLOYMENT

GUIDANCE

RECREATION

Within these classifications there are certain type projects which are being carried out in many places because they have proved to meet the most general needs, but these break down into wide variety and adaptation. Besides these more general provisions, there are many original and individualized projects being successfully carried out to solve special problems or meet particular needs. Some of these have sprung out of youth's own initiative and are directed by youth, being in the nature of self-help projects.

EDUCATION

Emergency educational projects for out-of-school youth are of three kinds:

1. *Formal*, those providing regular courses intended to substitute for college or university education, on credit basis.
2. *Informal*, supplementary courses for special training or general or avocational interest, on non-credit basis.
3. *Vocational Education*.

(1.) Types of formal education include:

Emergency Colleges, sometimes called Community Colleges, Freshman or Junior Colleges. The credit received in these Community Colleges is generally extension credit, which is available if and when a student matriculates in the accrediting college or university. Students may obtain from one to two years credit toward a baccalaureate degree in the Community Colleges.

Correspondence study courses and extension work, to individual students or groups. These are sometimes supervised by a local instructor. Credits earned may be applied toward college entrance or baccalaureate graduation.

Radio Junior Colleges, instruction by means of the radio broadcast from a university, students taking the work individually or meeting in groups.

(2.) Types of informal education include:

Adult or continuation classes, or re-training courses, held in schools, in Y.M.C.A.'s, or Y.W.C.A.'s, settlements, community centers.

Library reading or study courses, prepared either for use of individuals or groups, according to their needs and interests.

Forums, for discussion of subjects of special interest to youth, on current topics, for cultural purposes, or for study of and participation in community problems.

Study clubs.

Institutes.

Leadership training courses, having definite aims, such as training for recreation and camp personnel, for supervising playgrounds, etc.

Handcraft classes and shops, for teaching handcrafts with an educational, recreational, avocational, and vocational significance.

(3.) The types of vocational education and training for out-of-school youth are along many lines: industrial, commercial, agricultural, home economics, arts, and handcrafts. They include:

Additional vocational training and re-training offered by regular schools.

Retraining classes and schools in community centers, Y's, or settlements.

Part-time work and part-time education through cooperation of schools and industries and business.

Training in camp schools, with intensive courses for young men and women over a short period of time.

Training classes offered by trades and industries.

Centers for training girls in home-making and domestic service, tea-room work, beauty culture.

Craft shops or clubs, operated under varying sponsorship, teach a wide variety of crafts: furniture remodeling, metal work, weaving, hand printing, etc., sometimes merely to provide training, sometimes also selling the products.

EMPLOYMENT

Emergency employment projects for out-of-school youth include the following:

Employment Bureaus: employment services to youth are provided through many agencies. The schools, public and private

employment agencies, and various social service and character-building agencies. Junior employment services are being developed in connection with State employment services, located in some instances in the schools, in others, in the employment offices. The whole function of employment of juniors is undergoing revision, since it is recognized that it cannot be separated from counseling nor from education, and must include careful follow-up, research, and the accumulation of an expanding file of information in regard to employment opportunities, local trade conditions, and records of the history and aptitude of applicants.

Apprenticeships: The old system of apprenticeship training is capable of considerable expansion in many branches of commerce and industry. In even a small community a variety of opportunities are being developed for acquiring such skills as stenography and office management. Local government departments afford a valuable means of training in governmental technique; in some instances, young persons work without pay in such non-profit-making agencies as museums, libraries, welfare and health departments solely for the experience which may be acquired.

Paid Work Projects: Communities are developing ways to employ young people in work of value to the whole community, such as, surveys and statistical studies of costs of living, delinquency areas, activities of character-building organizations; work in public parks; teaching in part-time schools and extension colleges; organizing Scout troops; supervising village playgrounds.

Organizing Odd Jobs: For work requiring no particular skill, such as cutting grass, running errands, washing automobiles, etc., a small employment exchange organized for supplying this type of service may be useful. Boys with some special skill, such as in woodworking or metal working, can be encouraged to manufacture saleable articles by having the facilities of the vocational training shops of the public schools placed at their disposal during odd hours. Hobby or craft groups are sometimes organized along financially profitable lines and provided with instructors; a storeroom where handicraft products can be displayed for sale and people can leave objects such as furniture or pottery to be mended is helpful.

Maintaining Employability and Skill: Classes to help unemployed young people maintain their skills in such fields as

typewriting and other manual occupations, are given by many agencies.

Retraining: Classes are established in trades in which it is expected that a shortage will develop, such as metal work, aircraft, and persons who have little chance of employment in the fields in which they are qualified are re-trained along lines which seem to offer better prospects.

GUIDANCE

Emergency guidance projects for out-of-school youth are of several kinds:

Occupational Surveys: a running inventory of work opportunities in the community available to young people. These should record the nature of the work, the qualifications necessary, number of persons that can be accommodated, and other pertinent information, such as busy seasons.

Career Institutes: consisting of talks by successful citizens or technical experts on their respective occupations, followed in some cases by consultation with a guidance expert.

Industrial Trips: to factories or industrial establishments as a means of guidance. They may supplement occupational talks or career institutes.

Job-Finding and Counseling Courses: provided by various agencies and organizations to impart information about how to look for work and how to hold it when found.

Individual Counseling: as provided by many agencies, individual counseling offers a great variety of possibilities. To be effective, however, it must be supported by the fullest obtainable information on occupations, employment needs, and the youth himself.

Guidance Centers: undertaking all or any combination of the above activities, and in addition they are usually equipped to do testing for skills and aptitudes.

RECREATION

Recreational and leisure-time activities of interest to youth are almost too numerous and varied to list. They are being provided by many different agencies, official and voluntary, on large scale and small. In general they include:

Community Events, such as celebrations of special holidays; athletic meets and field-days; pageants, plays, musical events; fairs, festivals, dramatic tournaments, contests and competitions.

Playground and Community Center Activities:

Athletic games and sports, such as baseball, basket ball soccer, volley ball, soft ball, tennis, track and field sports, archery, fencing.

Crafts, developed for men and boys, such as game making, boat modeling, airplane modeling, woodcraft, etc.; for women and girls, such as weaving, rug-making, pottery, costume designing, etc.

Forums and Discussion Groups.

Drama Groups.

Music Activities.

Nature Study.

Clubs. These are organized for a wide variety of interests. Any of the above activities may form the nucleus of a club.

Camping Activities: These offer many possibilities from the private camps of long duration to the short-term camps of one or two weeks, even of three-day and one-day camps, operated by various public agencies; summer camps of various organizations such as 4-H, Scouts, Y's; and camps of young people's religious groups; camping in municipal, State, and National park under private and public auspices.

Hikes and Hiking Clubs.

Hobbies and Hobby Fairs: Interest in hobbies is continually expanding to include an infinite variety of hobby groups and clubs.

Aquatic Sports: Swimming, boating, regattas, excursions.

Dramatics: Interest in dramatics includes study of drama, stagecraft, little theater groups, and drama workshops, in which the participants do all the work of painting and designing the scenery, making the costumes as well as acting and directing, in some instances writing plays; marionette and minstrel shows.

Music: These include a wide range of activities--symphony orchestras, choral unions, bands, glee clubs, carol clubs, study of music--organized sometimes as part of a community recreation program, sometimes under direction of the schools, of settlements, community centers, or other agencies.

Arts and Sciences: Museums have greatly extended their facilities in classes, formation of study and hobby clubs, educational tours, lectures, movies, archeological tours and projects.

Crafts: Many classes and shops have developed for the teaching of crafts, jewelry making, iron and metal work, pottery, basketry, woodwork and carving, domestic arts and textiles, furniture remodeling, puppet making. In some instances these are organized merely for recreational interest, in others for the teaching of a vocation and for sale of products, toy-making and remodeling, making of novelties and souvenirs.

Social Events.

SELF-HELP PROJECTS

There are many instances where youths, on their own or with some friendly help, have found a way--organizing, developing interests, creating opportunities for themselves and for others. In these projects lies a wholesome tendency.

WASHINGTON (N. C.) AMATEUR MUSEUM

The Bug House Laboratory in Washington, N. C., is the story of how a hobby grew into a museum. In this little town with a population

of 7000, the interest of a group of young people in bugs, birds, and natural science has, through the cooperation of the school and the community, developed into the largest amateur museum in the country, entitling it to membership in the American Association of Museums and recognition from the North Carolina State Museum, the American Museum of Natural History, the Smithsonian Institution, and other similar organizations.

This is a scientific project in which a group of older young people work with younger boys and girls in a common interest. Several years ago, a group of small boys organized because of a common interest in natural science. From this simple beginning the association has grown. Starting with quarters in a private building, the laboratory was granted the use of a vacant room in the city hall and finally the activities progressed to such proportions that the city authorities permitted a building to be constructed in the city park as a permanent home for the museum.

There is a membership in the Bug House Laboratory of 25 young men and women between sixteen and thirty years of age, with a junior associate group of about 20. This organization sponsors, maintains, and directs the museum. All of the actual work of the museum is done by the members. This consists of: field trips for the collection of specimens, classification and preservation of the material, and arrangement of the specimens for exhibition in the building.

The museum is divided into five departments, with weekly courses of instruction in each section. Twelve to eighteen months are required to complete all the courses. Classes consist of: birds, astronomy, photography, insects, reptiles and amphibians. Any interested person may attend the classes, which are given in lecture and demonstration form. Prospective laboratory members study in each department of the museum. Students continue in the classes until promoted by the head of the department. Any person completing all departments is recommended for membership in the Bug House Laboratory.

Financing: The Washington Field Museum is supported by the Bug House Laboratory through two types of financing members: contributing, who pay \$2.00 yearly dues, sustaining, who pay \$5.00 yearly dues. The photographic department equipment is loaned to the museum or constructed by the active members. Picture cards made by the members are sold to defray expenses. Interested citizens have given numerous donations. The assistant director is the only person working in the museum who receives any financial compensation. The five-room museum building was erected by material provided through subscriptions, labor furnished through CWA and ERA funds. Electricity and water are furnished without charge by the municipal plants.

SELF-HELP INDUSTRIES

METROPOLITAN JUNIOR ACHIEVEMENT (N.Y.)

Junior Achievement Clubs have developed in a number of places to utilize the leisure time of youth for the purpose of training them in craftsmanship, giving an opportunity for self-help and experience in co-operation, and in the fundamentals of business.

The Metropolitan Junior Achievement of Greater New York, Inc., is a member of the national Junior Achievement organization, which has headquarters in Springfield, Mass. These organizations are set up somewhat differently in different places. In Greater New York each group operates as a company of crafts workers producing articles, many of which are marketed and the best of which are shown annually in a city-wide exhibition.

Starting several years ago, Junior Achievement groups of New York are organized in four Boroughs, 31 in all, and 10 in Westchester County--with more than a thousand participants.

A group of boys and girls form a Junior Achievement company, organizing along the lines of a regular manufacturing concern, miniature in size but complete in every phase. Each group is separate and self-supporting. Saleable articles in leather, metal, decorative arts, needlework, and wood are

produced through a program of hand craftsmanship. Each company meets at least once a week in the shop, and some oftener. There is a Board of Directors for each company which meets once a month.

One month is allowed from the first contact until a company is set up ready to operate. This month is used to raise the capital for the company and secure raw materials, equipment, sponsoring organizations, etc.

Companies are formed under the sponsorship of churches, schools, Y.M.C.A.'s, community groups, settlements, boys' and girls' clubs, institutions, and recreation commissions. These help to gather members, to secure a workshop, and to interest sponsors and leaders. There are three company sponsors who perform a liaison service between the company and the Metropolitan Junior Achievement.

Financing: The Metropolitan Junior Achievement, Inc., is supported by private contributions from laymen and foundations. The Metropolitan Junior Achievement bears the expense of the supervision of companies and training of leaders. Funds are spent on direct service to the individual boy and girl rather than on maintenance of public or private buildings. Of the thousand adults working with the program in New York, all are volunteers with the exception of the office staff, which includes a secretary, field supervisor, and two executive directors.

Each company is self-supporting. The working capital is raised by floating shares of stock having a par value of from 25 to 50 cents. The stockholders form the company membership. Each company buys raw materials, pays small wages, markets merchandise in its own community, establishes credit, and pays dividends on stock whenever possible. The cooperating organization furnishes heat, light, and space on a rental basis.

PROVIDENCE JUNIOR ACHIEVEMENT CLUBS

In Providence, R. I., the Junior Achievement Foundation Clubs are organized in connection with the schools and many of the clubs meet in the schools and use their equipment. Some clubs hold a Christmas sale of articles, but not all clubs attempt to market their products. It has been found more satisfactory in Providence to pay the club leaders \$1.00 per lesson than to ask them to work for nothing.

The Providence clubs cater more to the younger age group, although the total age range is from thirteen to twenty-two years. There are 40 or more clubs in operation, with an enrolment of over 800 members.

FIND-A-JOB CLUB

A club of young men, meeting together as a supper club organized under the auspices of the Y.M.C.A. in Belvidere, Ill., has worked together to help find employment. The members let it be known that they will do anything that is asked of them--spading gardens, beating rugs, painting signs, running errands.

The club was organized with 25 young men between the ages of sixteen and twenty-five. Shortly after it began 8 members of the group were working. At the end of a year 24 were employed in factories, offices, selling cars, and in other jobs. The club has no dues. The small charge collected for supper is the only expense.

A RURAL SELF-HELP CRAFT INDUSTRY

A group of older 4-H Club boys of Weston, W. Va., who are out of school and unemployed, have developed a self-help industry known as the "Stonewall Craft Shops" which is bringing revenue into rural homes. The project is sponsored by the 4-H Club, the Extension Division of the College of Agriculture of West Virginia University, and the Cooperative Extension Work in Agriculture and Home Economics of the U. S. Department of Agriculture. Certain woodworking industries of the State cooperate in furnishing machine-cut parts.

The activity grew out of the demand on the part of 4-H boys for a winter camp at Jackson's Mill similar to the summer camp, where they might learn some craft work thoroughly. Instruction was given in making simple furniture of wood, particularly a type of rope-bottomed stool, and leather goods. A cooperative association was formed to offer for sale the

objects made at the camp, such as stools, wastepaper baskets, medicine cabinets, shelves, key cases, pocketbooks, boys' belts, archery equipment, etc. These articles were displayed for sale at a roadside market at Jackson's Mill.

This craftsmanship activity was extended beyond the camp. Practically all the cutting work was done in the shops at Jackson's Mill, but the finishing could be done anywhere and was suitable for handicraft work in the county camps or for spare-time occupation in the home. The more difficult parts were obtained cut with accuracy and all necessary glue, nails, screws, or bolts, to enable them to be put together according to directions furnished. Club members who got started on the work and wished to maintain shops at their homes were, upon request, lent blue prints or patterns with directions for cutting the more simple articles. Members who did this work either in county camps or in their homes were aided in finding a market for all well made and finished articles they produced. "Try-outs" in trade and industry were arranged for the boys, and placements were made whenever possible.

DETROIT YOUNG ARTISTS' MARKET

The Young Artists' Market of Detroit, organized in 1932, has the three-fold purpose of helping to conserve the talent of young people of genuine ability, of giving them some experience and training, and marketing their wares.

All work exhibited has to pass a jury of not less than 12 laymen, 3 being a quorum, and a professional jury composed of 7 artists and critics, instructors in the plastic arts, and a member of the lay jury, the duty of the jury being not only to pass on all work but to give a short constructive criticism to each applicant.

The market has a paid manager, bookkeeper, and display chairman, in addition to volunteer workers. There are the following committees, besides the lay and the professional juries: finance; sales and management; space and equipment; exhibition program; publicity; clerical; membership;

display; volunteers. The chairmen of these committees and the officers form a board of directors.

The dues are \$1.00 and \$2.00 for voting membership. During the first two years the market financed itself through the generosity of persons interested in the project. During this time members were asked for small donations of from \$3.00 to \$10.00 for the two months in the dull season following Christmas. During the three years about \$1300 in cash has been contributed.

The market opened the first year in a rented gallery on the second floor in a good shopping location. The next year local merchants gave a spacious ground-floor gallery rent free. At the beginning of the third year the Rackham Fund provided \$300 to enable the gallery to be decorated for a more satisfactory appearance and background for the display of prints, paintings, sculpture, pottery, and metal work.

In 1932, 176 artists submitted 1992 pieces of work; in 1933, 221 presented 2307. The juries and others competent to judge believe that the work submitted is of steadily increasing merit. The first year two-thirds of the entries were rejected, and at the present time less than one-half are rejected. During the first year 265 articles were sold; during the second, 790; during the third, 1442. Of this last number about 600 were low-priced articles made by young people in one of the settlements; however, the same standards applied to them as to other entries. Several of the more capable artists have sold up to \$1000, have made many new contacts, obtained scholarships, opportunity to study in Europe, commissions, and permanent positions. Probably several times as much money comes to the artists through contacts made in the shop as through articles sold in the shop. Not a day passes that some firm or some individual does not appeal to the shop for some kind of freelance work.

The few samplings presented here of how communities are meeting the emergency problems of youth show that a strong leaven is at work. The will to serve youth is positive and widespread. The time has come for a comparison of experience and a pooling of effort so that those who are concerned with the needs of youth may move forward in full strength. The situation calls for a solid front if communities are rightly to meet the needs of youth and if youth is to take its rightful place in the building of the community.

THE WIDENING SPHERE OF EDUCATION

The activities described are indications of the awakening of communities to their enlarged responsibilities on behalf of their youth. They reveal the wide range of interests involved, and of agencies organized to deal with them. Above all, these programs show the central place which education, broadly defined, takes in any comprehensive approach to the problems of unemployed youth. Whether in the continued broadening of youth's understanding of the social problems of the day, in the deepening of appreciation of leisure-time activities, in training for a suitable occupation, or in retraining for the new demands of the rapidly changing industrial life, education is found to be basic in the programs for youth.

Schools everywhere have played an important part in what has been done. They have a still larger part to play. The major responsibility for youth must rest upon education. The 9:00-to-3:00 schoolhouse, the nine-month term, and the first-through-twelfth-year curriculum are becoming things of the past. School doors have been thrown wide in many places (but they can be thrown wider), some schools have been in service all day and much of the evening (many more could be), programs have expanded at both ends (they are capable of far greater expansion). Education gives signs of becoming what has always been hoped for it--an instrument to serve all of the people all of the time, the very cornerstone of democracy.

The American school faces the issue that it can only fulfill its true function when it adapts to changing social conditions. Its

task is not only to prepare its students for life as they must meet it, but to stand by them until they are fully and satisfactorily adjusted to the practical conditions of the contemporary scene of which they are a part. In this time of drastic change and readjustment the school must accept its responsibility as a social institution to meet youth's needs and to induct the maturing members of society into their fitting place in the scheme of things. Society cannot afford to see its vast expenditures for schools nullified by years of enforced idleness following youth's leaving of school.

The school as the servant of society must help to mold a community program for youth and at the same time adapt to the local situation, coordinating its resources with those of other agencies, supplementing them where they are lacking, expanding facilities as needs change. But, also within the schools, may fitly lie leadership for a youth program and the schoolhouse may well become the center for adjustment and guidance of youth, as well as for educational and recreational interests.

The American public schools constitute the greatest youth organization in the world. Their potentialities should be recognized and utilized to the fullest extent, both for reasons of economy and efficiency. The experiments which have been tried out in behalf of youth offer a basis from which to proceed, serving to reveal the situation and point out solutions. But the major task lies ahead. Communities, aroused and effectively organized, will meet it.

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A comparative study of various methods of community organization, aimed to accomplish more effective coordination of social forces. Includes discussion of the effects of social change on communities, the rôle of public and private health and welfare agencies and the church in the community movement, the use of surveys and other devices for community education, considering both urban and rural developments. Includes carefully classified bibliography.

Studebaker, J. W. *The American Way, "Democracy at Work in the Des Moines Forums"* McGraw-Hill Book Co., Inc., New York, 1935. 206 p.

A narrative report of the first two years of a five-year experiment in adult education in which open forums for the discussion of current social, economic, or political problems have been made an integral part of the public school system of the community. Organization and administration procedures, program schedules, and publicity are discussed, and a follow-up survey is described.

Williams, Aubrey W. *How Good is Your Town*. Wisconsin Conference of Social Work, Madison, Wis. 1931.

A carefully prepared plan of work for a citizen's survey of the dominant aspects of community life. Simple useable schedules are included on eleven major divisions: Historical background; city planning; municipal government; industry; health; education; library; social work; recreation; town and country relations; and religion. Schedules have been worked out to permit easy, non-technical analysis of findings and to simplify writing of reports. Suggestions are made for committee organization to handle the entire survey promptly and satisfactorily.

EMPLOYMENT:

Filene, Catherine, Editor. *Careers for Women--New Ideas, New Methods, New Opportunities to Fit a New World*. Houghton Mifflin Co., New York, revised and enlarged edition, 1934. 620 p.

This book is an occupational panorama. It consists of 158 brief articles written by women in as many different occupations, each of whom describes her work. The jobs range from college president to deep-sea diver and afford a general view of the kinds of positions women are filling. Most of the articles, in addition to describing the work, list the qualifications and training necessary, consider the financial return and prospects for advancement, and give references for further reading.

Gardiner, Glenn Lion. *How You Can Get a Job*. Harper & Bros., New York, 1934. 181 p.

A substantial and well-arranged volume on the technique of job-hunting. Each of the ten chapters prints 20 or 30 pertinent questions in bold type and gives immediate answers to each. Not only is practical advice offered, but the reasons for it are explained.

Kitson, Harry Dexter. *Finding a Job During the Depression*. Robert C. Cook, New York, 1933. 32 p.

A short, practical pamphlet on how to go about getting work.

Ryder, Violet, and H. B. Deust. *Make Your Own Job, Opportunities in Unusual Vocations*. H. B. Wilson Co., New York, 1933. 217 p.

This is a book of self-help jobs, classified into three parts--Articles to Make and Sell, Services to Render, and Miscellaneous. Many of the ideas are novel, and each is worked up into a little story, instead of being presented through exposition. The method is unusual and the book is a stimulating one.

University of Wisconsin, University Extension Division, Bureau of Economics and Sociology. *Unemployed Opportunities*. Bulletin of the University of Wisconsin, 1932. 47 p.

A pamphlet of self-help jobs for men and women. It includes a number of ideas especially applicable in small towns and rural communities.

EDUCATION:

Bryson, Lyman. *A State Plan for Adult Education*, American Association for Adult Education, 1934.

This booklet gives a description of the factors leading up to the formation of the Adult Education Plan for the State of California, discusses the various types of programs sponsored by the Adult Education Association, and outlines the expected future expansion.

Federal Board for Vocational Education in cooperation with the National Association of State Directors of Vocational Education, Washington, D. C., 1933. 134 p. *An Analysis of the Problem of Determining the Characteristics of a Program of Vocational Education to Meet the Needs of a Given Service Area and to Establish an Organization for Maintaining Such a Program in Line with Changing Community Needs*.

The procedure which would enable a local community to check its vocational program against actual needs for vocational training is outlined in this bulletin. The successive steps discussed include: general objectives; items, sources, and methods of securing desired information; evaluation of the program; form of organization in keeping with the community needs.

Grady, William E., and Campbell, Harold G. *Youth in School and Industry*, A Report Issued in Cooperation with the Continuation School Principals of the City of New York, School Year 1933-1934.

- ✓ This report shows the manner in which the various phases of the program of the Continuation Schools of New York City evolved. The health program, curriculum making, trends in industry, and new courses of instruction are discussed in detail.

Greenleaf, Walter J. "Emergency Junior Colleges," *Junior College Journal*, Vol. V, May 1935. p. 429-431.

A discussion of provisions made in Connecticut, Ohio, Michigan, and New Jersey for higher education for graduates of high schools who are unable to find employment and who, because of limited finances, are unable to attend college.

Nelly, Fred J. "Education of Youth," Chapter XIV, *Social Change and Education*, 1935 Yearbook, Department of Superintendence, National Education Association, 1201 16th St., Washington, D.C. p. 235-253

The education of youth is discussed as it is affected by three well-recognized social trends: first, toward an advancing age of entering upon one's career; second, toward a more cooperative way of life with the correspondingly great complexity in the social relationships existing in the community, state, and world; third, toward shorter hours of required work. The influence of these factors on the curriculums, methods of teaching, extra-curriculum life of the school, and the relationship of the school to the community are considered briefly.

GUIDANCE:

Bennet, Wilma, Comp. *Occupations and Vocational Guidance*, a source list of pamphlet material. H. W. Wilson Co., 950 University Ave., New York, 1934.

Bentley, Jerome H. *The Adjustment Service, A Report of an Experiment in Adult Guidance*. American Association for Adult Education, New York, 1935. 64 p.

This is a general account of an experiment in vocational counseling and adjustment. The organization and functioning are clearly described and the results intelligently appraised. The experiment was carried out in New York City over a period of one year, and was made possible by a grant from the Carnegie Corporation.

Cohen, I. D. *Find Yourself--How to Choose your Life Work, Prepare for it, Enter upon it, and Succeed in it*. Sears Publishing Co., New York, 1932. 299 p.

This book contains a series of radio talks delivered under the auspices of the College of the City of New York. Among them are discussions of the problems of the age, of the choice of a career, and of getting started in a career. A number of self-rating charts, aptitude questionnaires, and vocational analyses are included.

Goss, J. Edward. *Chats in an Employment Office*. Inor Publishing Co., New York, 1934. 39 p.

A pamphlet containing eight brief talks addressed to boys and young men about to enter trades and industry. The author is a factory personnel manager and deals in a direct and succinct way with the attitudes and traits of character which make for success in business life.

U. S. Office of Education. *Guidance Leaflets*. Government Printing Office, Washington, D. C.

A series of eighteen leaflets on professional occupations designed for students in high school and college, for orientation classes, guidance committees, counselors, teachers, and parents. They explain what the occupations are, describe the salaries, State examination requirements, preliminary education required, where professional training is offered and the cost of it. Leaflets have been issued on the following professions: Law, Medicine, Dentistry, Journalism, Librarianship, Architecture, Civil Engineering, Electrical Engineering, Mechanical Engineering, Pharmacy, Nursing, Forestry, Music, Veterinary Medicine, Chemistry and Chemical Engineering, Art, Home Economics, and Optometry.

White House Conference on Child Health and Protection. *Vocational Guidance*, Report of the Subcommittee on Vocational Guidance. Century Co., New York, 1932. 396 p.

In preparing this report questionnaires were sent to four groups--public and parochial schools, social agencies, employment agencies, and State departments of labor. The information received was supplemented by reference to valuable technical studies. The report includes discussions of: the value of records; psychological tests; organizing a testing program; counseling, its place, progress, and general status; the duties of counselors, methods of counseling, and qualifications of counselors; occupational studies; and curricular work in vocational guidance.

RECREATION:

Busch, Henry M. *Leadership in Group Work*. Association Press, 347 Madison Ave., New York, 1934. 305 p.

A discussion of the basic philosophy and psychology underlying the work of the group leader; contains also practical suggestions for program making. It is a stimulant to the thought and guide to the actions of the group leader.

Community Service, Inc. *Community Buildings for Industrial Towns*. Community Service, Inc., 1 Madison Ave., New York, December 1921. 94 p.

This pamphlet, based on a study of a number of successfully functioning community centers in industrial towns, gives suggestions for the planning and operation of community buildings with information about several existing centers that have proved satisfactory. Some floor plans and construction hints concerning such facilities as the swimming pool are included. Outlined in the appendixes are game evening programs, a suggested constitution, and a constitution actually used by a recreation association. Includes a bibliography.

Gardner, Ella. *Development of a Leisure Time Program in Small Cities and Towns*. Children's Bureau, U. S. Department of Labor, Washington D. C. 13 p.

This pamphlet gives the steps involved in setting up a recreation program in a small city or town, making a brief study, appointing the sponsoring group, enlisting public support, and various ways of getting the program under way.

Herring, Elizabeth B. *A Program Book for Young Women in Small Communities*. Womans Press, New York, 1933. 29 p.

A leader's handbook giving some practical suggestions for providing for the leisure-time needs of young women in small communities including plans for group organization; points of discussion of the question "going on with education"; methods of conducting dramatics, music, workshop activities, and indoor and outdoor games; and suggestions for discussions of problems of interest to young women such as the economic situation and citizenship, home-making and marriage, and finding a philosophy of life. All suggestions are accompanied by references to source material.

Lies, Eugene T. *The New Leisure Challenges the Schools*. National Recreation Association, National Education Association, Washington, D. C., 1933. 323 p.

This book is based on a survey of the public school systems in a number of towns of 5,000 and upward. It deals mainly with what the schools should do and what they are doing to educate people to the constructive use of leisure time, through physical education, reading and literature, dramatics, music, art, nature study, social training and opportunities, and extra-curricular activities. Attention is also given to what young people do after school hours and in vacation time, and opportunities for non-school youth and adults. While the book deals mainly with the in-school youth, it is concerned with that phase of his education that is to prepare him for the time when he is out of school and must provide for that leisure time which will undoubtedly be his in considerable amount.

Murchie, Robert W. *Minnesota State-Wide Recreation Program*. University of Minnesota, August 1934. 31 p.

A good picture of a state-wide ERA recreational set-up, giving the organization under the CWA, end of the CWA, and reorganization under the ERA, with a detailed description of present activities.

National Recreation Association. *The Leisure Hours of 5,000 People*. National Recreation Association, 315 Fourth Ave., New York, February 1934. 83 p.

A study made by the National Recreation Association to determine: (1) what people are doing in their free time, (2) what changes have occurred in the use of free time in the past year or so, (3) what people would really enjoy doing if the opportunity were afforded.

Pendry, Elizabeth R., and Hartshorne, Hugh. *Organizations for Youth*. McGraw-Hill Book Co., Inc., New York, 1935. 350 p.

The history, scope, organization, methods and purposes of forty leisure-time agencies is described. Programs are grouped in five classes: independent societies, like Scouts; junior groups associated with the Service Clubs or Orders; plans pursuing some special interest, as sportsmanship; and the inter-religious groups, of which the Y.M.C.A. is an example.

Thornton, Grace P. *The New Leisure, Its Significance and Use*. Russell Sage Foundation Library, 130 E. 22nd St., New York. Bulletin No. 117, 1933. 4 p.

A short but comprehensive list of books and periodicals in which the new leisure is discussed.

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PERIODICALS

Journal of Adult Education, 1315 Cherry St., Philadelphia

Journal of the National Education Association,

1201 16th St., N.W., Washington, D.C.

School Life, U. S. Office of Education, Washington, D.C.

(Order through Superintendent of Documents.)

Hygeia, 535 No. Dearborn St., Chicago

Leisure, 683 Atlantic Ave., Boston

Occupations, 522 Fifth Ave., New York

Recreation, 315 Fourth Ave., New York

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

To The Activity Leader:

The Committee on Youth Problems of the Office of Education is assembling materials on outstanding activities undertaken by or in behalf of out-of-school young people, 16 to 24 years of age. These may be in the field of (1) employment, (2) recreation, (3) education, (4) guidance and adjustment services, (5) health or (6) surveys with respect to out-of-school youth. A detailed account of the activities under your direction in behalf of this group would be greatly appreciated by our committee.

A few suggestions are indicated below to aid you in sending us the specific information that will be of greatest assistance. This outline is suggestive and is not intended to restrict your statements. We shall appreciate receiving any printed materials indicating plans, procedures, outcomes or findings.

1. NATURE AND EXTENT OF ACTIVITIES:

Are the activities in the field of employment, recreation, education, guidance and adjustment, health or surveys to determine the extent and nature of the problems? What activities have proved most effective and popular in meeting the needs of young men and women of your community? What type of meetings have proved most satisfactory? How often do groups meet? How many young men and women are reached?

2. SPONSORSHIP:

How was the activity initiated and developed? Who has sponsored the activity? If sponsored by council, committee or organization indicate character of membership of sponsoring agency. To what extent has the sponsorship proved effective? Were the young people immediately interested or was there a promotional program needed to get the projects started? Nature of promotional program? To what extent have the youths themselves participated in planning and directing the activities? Are these activities a part of a state or national organization program or are they the result of local initiative and resources? What difficulties have you encountered?

3. FINANCING:

How have activities been financed (public funds, FERA, fees, welfare agencies, interested citizens, other)? To what extent have public or private buildings, grounds or equipment been utilized and on what basis?

Kindly forward materials to:

The Committee on Youth Problems
U. S. Office of Education
Washington, D. C.

Attention: H. B. Swanson

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

COMMITTEE ON YOUTH PROBLEMS

YOUTH CENSUS SCHEDULE

Directions to Interviewers

April 1935

All survey information is being secured on the basis of family groups by means of personal interviews. Every young person in the family or living with the family who has passed his sixteenth birthday but has not reached his twenty-fifth birthday should be interviewed. A separate schedule should be used for each individual. Questions should be read by the interviewer and reaction answers secured, the interviewer circling the proper code number on the schedule. The schedule is **not** to be handed over and filled out by person being interviewed. All information is **confidential** and each individual should be so informed.

When interviewing an individual all codes in the schedule are to be filled out. The information is of no value unless this rule is carefully observed and the responsibility rests on the interviewer. An item is provided in each code for use when information is not obtainable or the question does not apply. In no case should more than one item be checked in any code.

On the following pages two types of questions are found. One type is answered by inserting the information requested in the space provided. The other type is answered by encircling the ONE code number to the left of the item which best represents the individual's response to a question asked, e.g. in Code No. 12, ① Male.

Use preferably a red or soft pencil. Draw the circle neatly around the ONE code number representing the correct response.

Your cooperation in securing accurate information will be greatly appreciated.

The information in this schedule concerns:

Name _____ Street and number _____

Community _____ State _____ Community code _____

Interviewer _____ Section _____

10-11 AGE AT LAST BIRTHDAY.....

12 SEX

- 1 Male
- 2 Female

13 COLOR OR RACE

- 1 White
- 2 Negro
- 3 Other (specify)
- 4 Not ascertainable

14 MARITAL STATUS

- 1 Married
- 2 Single
- 3 Widowed
- 4 Divorced
- 5 Separated
- 6 Not ascertainable

15 PLACE OF RESIDENCE
(COMMUNITY)

- 1 Open country farm (3 acres or more)
- 2 Open country non-farm (less than 3 acres)
- 3 Under 2500 population
- 4 2500 to 4999
- 5 5000 to 24,999
- 6 25,000 to 99,999
- 7 100,000 to 249,999
- 8 250,000 to 999,999
- 9 1,000,000 and over
- X Not ascertainable

16 WHAT TYPE OF DWELLING
PLACE DO YOU LIVE IN?

- 1 Own home (with wife or husband)
- 2 Home of parents
- 3 Home of relatives (N.O.S.)*
- 4 Bachelor apartment
- 5 Hotel, club, YMCA, etc.
- 6 Rooming house (N.O.S.)*
- 7 Other (specify).....
- 8 Not ascertainable

17-18 ARE THERE ANY PERSONS
FULLY OR PARTIALLY DE-
PENDENT ON YOU FOR FINAN-
CIAL SUPPORT? Circle one num-
ber under a), b) or c).

a) Full (financial) dependents

- 01 Wife or husband
- 02 One child
- 03 Two or more children
- 04 One parent
- 05 Two parents
- 06 One person other than child or parent
- 07 Two or more persons other than child or parent

b) Partial (financial) dependents

- 08 One person
- 09 Two or more persons

*N.O.S. indicates Not Otherwise Specified

c) Combinations

- 10 One child and other full dependents
- 11 Two children and other full dependents
- 12 One child and other partial dependents
- 13 Two children and other partial dependents
- 14 No dependents
- 15 Not ascertainable

EDUCATION

19 WHAT IS THE HIGHEST GRADE
OF ELEMENTARY AND HIGH
SCHOOL (or academy) WHICH
YOU HAVE COMPLETED?

- 1 One, two or three
- 2 Four or five
- 3 Six
- 4 Seven
- 5 Eight
- 6 Nine
- 7 Ten
- 8 Eleven
- 9 Twelve
- X None
- Y Not ascertainable

20 HOW MANY YEARS OF SCHOOL
OR COLLEGE TRAINING HAVE
YOU HAD OTHER THAN THAT
JUST INDICATED?

- 1 One
- 2 Two
- 3 Three
- 4 Four (non graduate)
- 5 Four (college graduate)
- 6 Five
- 7 Six
- 8 Seven or more
- 9 None
- X Not ascertainable

21-22 ARE YOU NOW ATTENDING
SCHOOL? (check best description)

- 01 Full time only
- 02 Full time with part time employment
- 03 Full time with full time employment
- 04 Full time with part home responsibility (less than 4 hours)
- 05 Full time with full home responsibility (more than 4 hours)
- 06 Part time only
- 07 Part time with part time employment
- 08 Part time with full time employment
- 09 Part time with part home responsibility (less than 4 hours)
- 10 Part time with full home responsibility (more than 4 hours)
- 11 Not at all
- 12 Not ascertainable

23-24 WHAT TYPE OF SCHOOL ARE
YOU ATTENDING NOW?

- 01 None
- 02 Day school (grades 1 thru 8)
- 03 Day school (grades 9 thru 12)
- 04 Normal school or junior college
- 05 College or university (includes teachers college)
- 06 Trade school (vocational)
- 07 Special school (music, etc.)
- 08 Business school or business college
- 09 Evening school (night school)
- 10 Correspondence or extension courses
- 11 Other (specify)
- 12 Not ascertainable

25-28 WHAT WOULD YOU LIKE TO
STUDY IF YOU HAD THE OP-
PORTUNITY?

Specify in order of preference

.....
No choice (underline)

EMPLOYMENT

29 IS YOUR EMPLOYMENT PRI-
MARILY

- 1 At home with pay
- 2 At home without pay (N.O.S.)
- 3 Household duties without pay
- 4 Away from home with pay
- 5 Away from home without pay
- 6 Other (specify)

- 7 Not employed
- 8 Not ascertainable

30 ARE YOU EMPLOYED FOR PAY

- 1 Full time
- 2 Part time
- 3 Occasionally
- 4 Not at all
- 5 Not ascertainable

31 WHO IS THE CHIEF BREADWIN-
NER (wage-earner) OF YOUR IM-
MEDIATE FAMILY?

- 1 Father
- 2 Mother
- 3 Husband or wife
- 4 Self
- 5 Sister or brother
- 6 Other relative
- 7 Other (specify)
- 8 Not ascertainable

32-33 WHAT IS THE PRESENT OCCUPATION OF YOUR FATHER OR THE CHIEF BREADWINNER OF YOUR IMMEDIATE FAMILY?
REFER TO MANUAL IN USING THIS CODE

Group A

- 11 Large owner or proprietor (more than 50 workers)
- 12 The professions
- 13 Executive (more than 100 workers)
- 14 Large farm owner or manager (more than 10 workers)

Group B

- 21 Middle owner or proprietor (6 to 50 workers)
- 22 Semiprofessional worker
- 23 Managerial worker (11 to 100 workers)

Group C

- 31 Skilled small owner (0 to 5 workers)
- 32 Supervisory worker (1 to 10 workers)
- 33 Commercial worker
- 34 Clerical worker
- 35 Building trades
- 36 Machine or related trades
- 37 Printing trades
- 38 Transportation or communication worker (skilled)
- 39 Small farm owner or renter (0 to 10 workers)

Group D

- 41 Mfg., mechanical or production worker
- 42 Transportation or communication worker (semiskilled)
- 43 Semiskilled owner or proprietor (0 to 5 workers)
- 44 Small agent or manager (1 to 10 workers)
- 45 Public Service (N.O.S.)
- 46 Personal Service
- 47 Farm share-cropper

Group E

- 51 Manual laborer (non-farm)
- 52 Farm laborer

Miscellaneous

- 61 Not employed
- 62 Housewife
- 63 Employed at work-relief
- 64 Student
- 65 Occupation unknown or unclassified

Specify father's present occupation:

34-35 WHAT IS YOUR PRESENT OCCUPATION?
REFER TO MANUAL IN USING THIS CODE

Group A

- 11 Large owner or proprietor (more than 50 workers)
- 12 The professions
- 13 Executive (more than 100 workers)
- 14 Large farm owner or manager (more than 10 workers)

Group B

- 21 Middle owner or proprietor(6 to 50 workers)
- 22 Semiprofessional worker
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- 33 Commercial worker
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- 37 Printing trades
- 38 Transportation or Communication worker (skilled)
- 39 Small farm owner or renter (0 to 10 workers)

Group D

- 41 Mfg., mechanical or production worker
- 42 Transportation or communication worker (semiskilled)
- 43 Semiskilled owner or proprietor (0 to 5 workers)
- 44 Small agent or manager (1 to 10 workers)
- 45 Public Service (N.O.S.)
- 46 Personal Service
- 47 Farm share-cropper

Group E

- 51 Manual laborer (non-farm)
- 52 Farm laborer

Miscellaneous

- 61 Not employed
- 62 Housewife
- 63 Employed at work-relief
- 64 Student
- 65 Occupation unknown or unclassified

Specify your own occupation:

36-37 FOR WHAT OCCUPATION HAVE YOU SPECIFICALLY PREPARED BY VOCATIONAL TRAINING?

Length of preparation.....months

38-39 FOR WHAT OCCUPATION HAVE YOU SPECIFICALLY PREPARED BY EXPERIENCE?

Length of experience.....months

40-41 WHAT OCCUPATION WOULD YOU LIKE MOST TO FOLLOW?

Give your first choice only

No choice (underline)

42 HOW MUCH PAY DO YOU RECEIVE PER WEEK? Include the dollar equivalent of other remuneration such as room and board except in case of housewives.

- 1 No pay
- 2 0 to \$4
- 3 \$5 to \$9
- 4 \$10 to \$14
- 5 \$15 to \$19
- 6 \$20 to \$24
- 7 \$25 to \$34
- 8 \$35 to \$44
- 9 \$45 to \$54
- X \$55 and more
- Y Not ascertainable

43 ARE YOU AS AN INDIVIDUAL UNEMPLOYED AND PRIMARILY DEPENDENT ON

- 1 Family (parents, brothers, etc.)
- 2 Husband or wife
- 3 Your friends
- 4 Personal resources (savings, etc.)
- 5 Work for room and board
- 6 Work relief
- 7 Direct relief
- 8 Other (specify) _____
- 9 Not unemployed
- X Not ascertainable

44-45 HOW MANY MONTHS HAVE YOU BEEN UNEMPLOYED?

Answer either a) or b)

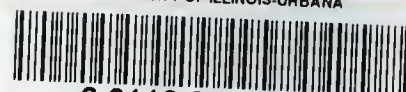
- a) Since last regular job of one month or more duration
 - 01 Less than 5 months
 - 02 5 to 8 months
 - 03 9 to 12 months
 - 04 One to two years
 - 05 More than two years
- b) Since leaving school or college (if you have never been regularly employed)
 - 06 Less than 5 months
 - 07 5 to 8 months
 - 08 9 to 12 months
 - 09 One to two years
 - 10 More than two years
 - 11 Question does not apply
 - 12 Not ascertainable

46 ARE YOU REGISTERED IN YOUR LOCAL FEDERAL OR STATE EMPLOYMENT OFFICE?

- 1 Yes
- 2 No
- 3 Not ascertainable

47 DO YOU DESIRE EMPLOYMENT?

- 1 Full time
- 2 Part time
- 3 Not at all (though able to work)
- 4 Totally disabled
- 5 Not ascertainable



3 0112 072456699

48 **STATUS SUMMARY** Check the item which best describes the person's situation.

- 1 In school full time (only)
- 2 In school part time (only)
- 3 Gainfully employed full time
- 4 Gainfully employed part time
- 5 Full time school—part time employment
- 6 Part time school—part time employment
- 7 Full time employment—part time school
- 8 Housewife or occupied at home
- 9 Unemployed and out of school
- X Totally unable to work
- Y Not ascertainable

RECREATION

49 **HOW MUCH TIME DO YOU HAVE FREE FOR DOING JUST WHAT YOU WANT TO DO?**

- 1 About 1 hour a day (1-6 hrs. a week)
- 2 About 2 hours a day (7-12 hrs. a week)
- 3 About 3 hours a day (13-18 hrs. a week)
- 4 4 to 6 hours a day (19-36 hrs. a week)
- 5 6 to 8 hrs. a day (37-48 hrs. a week)
- 6 All the time
- 7 None
- 8 Not ascertainable

50-55 **WHAT LEISURE TIME ACTIVITIES DID YOU ENGAGE IN MOST FREQUENTLY DURING THE PAST WEEK?** List activities (played baseball, etc) in order of importance, then check the appropriate code items, placing beside each check the number indicating rank 1, 2 or 3.

Specify: 1.....

2.....

3.....

- 01 () Indoor games—sports
- 02 () Indoor passive activities (N.O.S.)
- 03 () Educational, cultural activities
- 04 () Parties, socials
- 05 () Hobbies (not otherwise specified)
- 06 () Arts and Crafts
- 07 () Mechanical, construction activities
- 08 () Household activities
- 09 () Outdoor games—sports
- 10 () Outing activities
- 11 () Dramatics
- 12 () Music
- 13 () Commercial amusements
- 14 () None
- 15 () Not ascertainable

56-61 **WHERE WERE YOUR LEISURE TIME ACTIVITIES CENTERED DURING THE PAST WEEK?** List places (YMCA, Grange Hall, etc.) in order of importance, then check appropriate code items, placing beside each check the number indicating rank 1, 2 or 3.

Specify: 1.....

2.....

3.....

- 01 () Home
- 02 () Church
- 03 () School
- 04 () Community centers, parks, playgrounds
- 05 () Organization clubhouse
- 06 () Vacant lots
- 07 () Streets
- 08 () Woods and fields
- 09 () Lakes, streams, beaches
- 10 () Commercial amusement places
- 11 () Question does not apply
- 12 () Not ascertainable

62-65 **WHAT LEISURE TIME ACTIVITIES WOULD YOU MOST LIKE TO TAKE PART IN?** Specify in order of preference.

No choice (underline)

66 **WHAT ARE YOUR USUAL RECREATION ACTIVITIES ON WEEKDAYS?**

- 1 Morning
- 2 Early afternoon
- 3 Late afternoon
- 4 Early evening
- 5 Late evening
- 6 All afternoon
- 7 All evening
- 8 Late afternoon and early evening
- 9 No choice
- X Not ascertainable

67 **WHAT IS THE BEST TIME FOR YOU TO TAKE PART IN EDUCATIONAL AND LEISURE TIME ACTIVITIES ON SATURDAYS?**

- 1 Morning
- 2 Early afternoon
- 3 Late afternoon
- 4 Early evening
- 5 Late evening
- 6 All afternoon
- 7 All evening
- 8 Late afternoon and early evening
- 9 No choice
- X Not ascertainable

68-69 **WHAT ARE THE MOST IMPORTANT THINGS YOU FEEL YOUR COMMUNITY CAN DO TO HELP ITS YOUNG PEOPLE?**

No choice (underline)

INTERVIEWER: Kindly characterize briefly person's attitude toward his present situation.

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Please add here any notes which will aid in the interpretation of particular items. Refer to items by number.